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## ABSTRACT

The bibliography contains about 150 citations of journal articles, monographs, collected works, research reports, and essays drawn from the BIBELO database and concerning computer-assisted language instruction. The first half of the volume is an annotated bibliography in alphabetical order by author. The second section contains subject and document type indexes. Annotations and indexing are in French and/or English, depending on the language of the document. (MSE)

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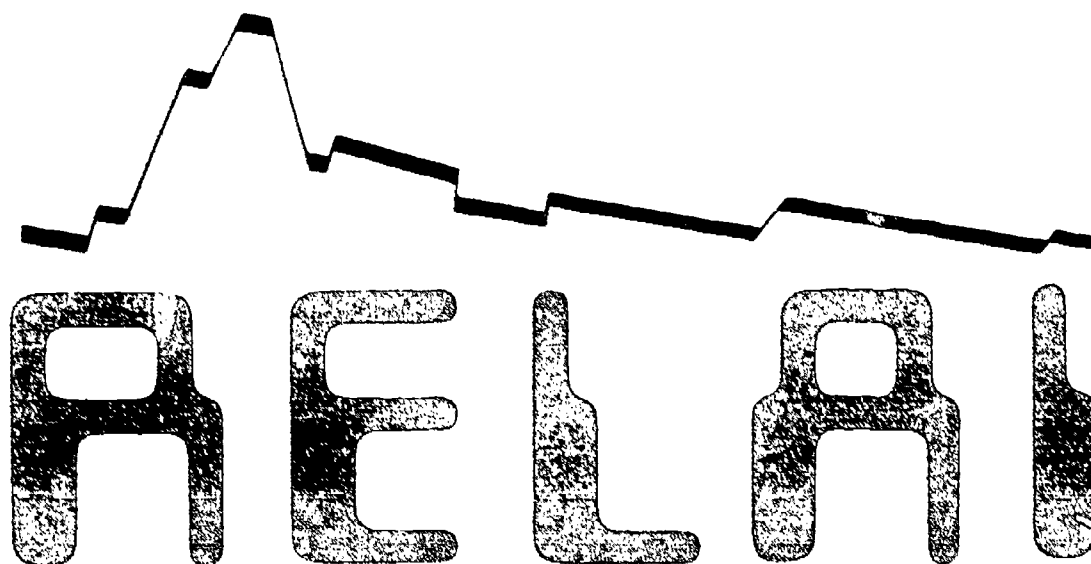
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Recherche  
en  
linguistique  
appliquée  
à  
l'informatique

BULLETIN BIBLIOGRAPHIQUE  
SUR L'E.A.O.  
(l'enseignement assisté  
par ordinateur)

Banque de données  
BIBELO

Sous la direction de  
Lorne Laforge



FL017778

**Banque de données**

**B I B E L O**

**Sous la direction de Lorne LAFORGE**

**BULLETIN BIBLIOGRAPHIQUE SUR L'E.A.O.**

**(l'enseignement assisté par ordinateur)**

**Publication K-4**

**1988**

**Centre international de recherche sur le bilinguisme  
International Center for Research on Bilingualism  
Québec**

*Le Centre international de recherche sur le bilinguisme est un organisme de recherche universitaire qui reçoit une contribution du Secrétariat d'État du Canada pour son programme de publication.*

*Ont contribué de façon spéciale à la publication de ce bulletin, l'Université Laval et la Compagnie IBM du Canada.*

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*Laval University and the IBM Company of Canada have also contributed, in a special manner, to the publication of this bulletin.*



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*Tous droits réservés. Imprimé au Canada*  
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## **AVANT-PROPOS**

Ce bulletin bibliographique a été préparé dans le cadre du projet Relai (Recherche en linguistique appliquée à l'informatique) au Centre international de recherche sur le bilinguisme (CIRB). Il contient environ 150 dossiers qui représentent un choix limité d'ouvrages, tous contenus et analysés dans la banque de données BIBELO (Bibliographie informatisée sur le bilinguisme et l'enseignement des langues officielles) du CIRB. La totalité des ouvrages portent sur l'E.A.O. ou l'enseignement assisté par ordinateur. Ce thème recouvre également tous les ouvrages qui traitent de l'E.I.A.O. et de l'A.P.O. Dans une perspective nouvelle, en concordance avec les nouveaux objectifs du CIRB qui consistent entre autres à promouvoir les recherches liées aux industries de la langue et appliquées aux problèmes quotidiens de communication linguistique des usagers de l'informatique, l'équipe des chercheurs du projet Relai a fait le recensement des publications les plus récentes.

Le responsable du projet Relai, M. Conrad Ouellon et le responsable de la banque de données documentaires, BIBELO, M. Lorne Laforge, tiennent à remercier tous les membres de l'équipe qui ont collaboré à la réalisation de ce bulletin, notamment madame Renate Moisan, chercheure et chef d'équipe, M. Guy Teasdale, bibliotechnicien et M. François Paré, analyste-programmeur. Ils soulignent également la contribution importante de mesdames Chantal Bourque et Sylvie Couture, étudiantes de 2<sup>e</sup> cycle.

*Lorne Laforge*  
Directeur du CIRB

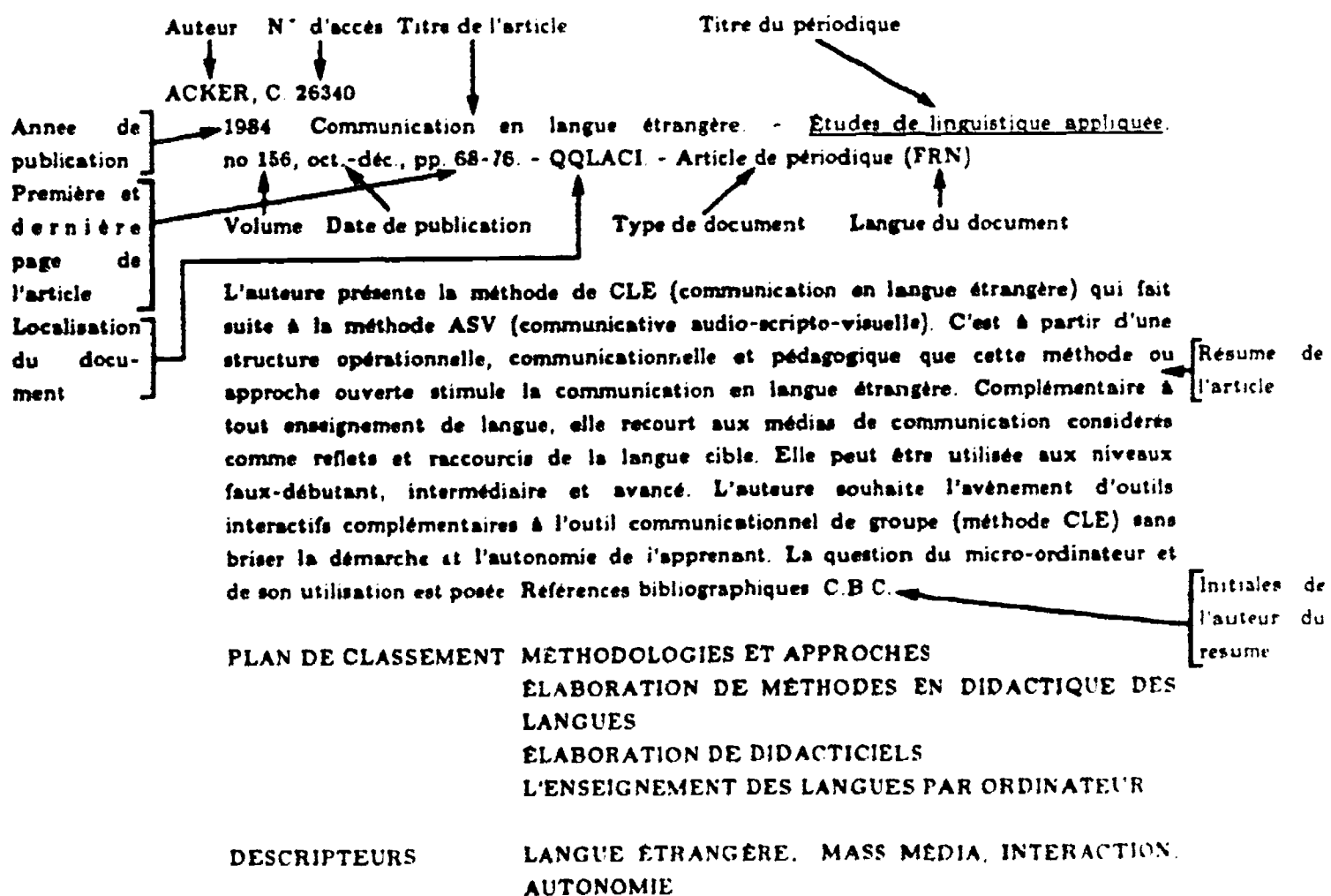
## INTRODUCTION

**BIBELO** (Bibliographie informatisée sur le bilinguisme et l'enseignement des langues officielles) est une banque de données bibliographiques qui regroupent le signalement et le résumé d'articles de périodiques, de monographies, d'ouvrages collectifs, de rapports de recherche et de thèses parus au cours des dernières années sur le contact des langues et des cultures, sur le bilinguisme, l'enseignement des langues, la terminologie et la linguistique appliquée à l'utilisation de l'ordinateur.

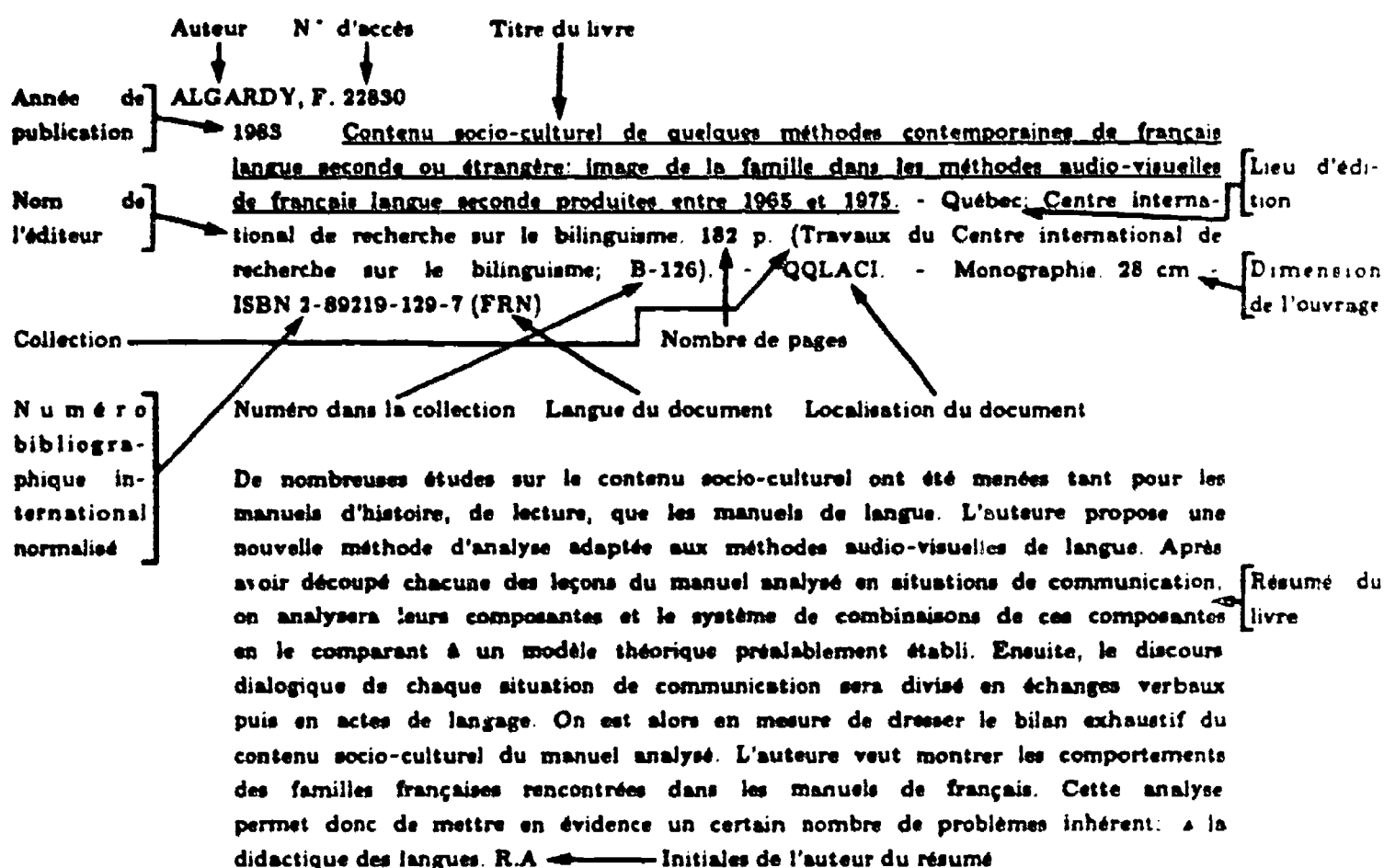
**BIBELO** est née en 1984 grâce à une généreuse subvention accordée au CIRB (Centre international de recherche sur le bilinguisme) de l'Université Laval par le Secrétariat d'État du Canada. Les objectifs du projet **BIBELO** sont: 1) publier périodiquement un bulletin bibliographique dans l'un ou l'autre des domaines précités; 2) continuer le travail documentaire élaboré par le CIRB sous la direction du professeur William F. Mackey et publié sous le titre de *Bibliographie internationale sur le bilinguisme* et contenant environ 20,000 entrées; 3) innover dans le traitement de la documentation en créant des outils nouveaux et en utilisant le support de micro-ordinateurs reliés en réseau; 4) mettre en valeur les collections du Fonds documentaire du CIRB, en mettant l'accent sur la collection canadienne dans les domaines qui touchent les langues et les cultures en contact et la communication interlinguistique.

La première partie d'un bulletin **BIBELO** comprend une bibliographie méthodique où chaque dossier bibliographique est classé selon l'ordre alphabétique des auteurs, pour en faciliter le repérage ou la consultation. Un dossier bibliographique se lira comme suit:

### Article de périodique



## Monographie



PLAN DE CLASSEMENT: SOCIOLINGUISTIQUE: NORME, VARIATION, AMÉNAGEMENT LINGUISTIQUE  
MÉTHODOLOGIES ET APPROCHES  
ÉLABORATION DE MÉTHODES EN DIDACTIQUE DES LANGUES  
DÉFINITION DES BESOINS ET DES OBJECTIFS

## DESCRIPTEURS

FRANÇAIS LANGUE ÉTRANGÈRE, MÉTHODE AUDIO-VISUELLE, CULTURE, SITUATION, FRANCE

Le résumé d'un ouvrage est fait en français si le texte original est en français, en anglais, si le texte original est en anglais; dans les deux langues, français et anglais, si la publication est officiellement bilingue.

La deuxième partie d'un bulletin BIBELO comprend:

- un index des domaines de classement où chaque bibliographie est regroupé sous les différents domaines de classement (voir la liste ci-après) et signale par son(s) auteur(e) (s), son numéro d'accès, son titre, mais sans résumé;
- une bibliographie alphabétique qui comprend un index des descripteurs français et un index des descripteurs anglais, où chaque dossier bibliographique est regroupé et signale par son ou ses auteur(e) (s), son numéro d'accès, la date de publication, le titre, le lieu d'édition, le nom de l'éditeur, le nombre de pages, mais sans résumé, sous des descripteurs classés par ordre alphabétique;
- un index des types de document où chaque dossier est regroupé par types de document (voir liste ci-après) et signale par le titre du document, par son ou ses auteur(e) (s) et par son numéro d'accès, mais sans résumé.

Le lecteur peut donc repérer ce qu'il cherche de plusieurs façons:

- a) à l'aide de l'ordre alphabétique des auteurs de la bibliographie méthodique;
- b) à l'aide de l'index des domaines de classement;
- c) à l'aide de l'index des descripteurs;
- d) à l'aide de l'index des types de documents.

Les listes qui suivent faciliteront davantage la lecture des dossiers bibliographiques.

## 1. Localisation des documents

Les principaux sigles utilisés dans la Banque de données BIBELO sont:

QQLACI = Bibliothèque du CIRB  
 QQLA = Bibliothèque générale de l'Université Laval  
 QQLALL = Bibliothèque du département de langues et linguistique, Université Laval

Les autres sigles (majuscules sans accents) sont tirés des sources suivantes:

- 1) *Sigles des bibliothèques canadiennes*, 1985, onzième édition, Ottawa, Bibliothèque nationale du Canada.
- 2) *Symbols of American Libraries*, Washington, D.C., Library of Congress, Catalog, Publication Division.
- 3) *Bulletin Sciences du Langage*, Centre de documentation sciences humaines, CNRS, Paris, (Fichier Francis).

## 2. Liste des catégories de classement

### Champ 48

### DOMAINES DE CLASSEMENT

- 100 *Les disciplines connexes à la didactique des langues*
- 101 Pédagogie et psychopédagogie
- 102 Linguistique descriptive, linguistique contrastive, linguistique différentielle
- 103 Linguistique appliquée: traduction, terminologie, interprétation
- 104 Sociolinguistique: norme, variation, aménagement linguistique
- 105 Psycholinguistique: apprentissage, acquisition
- 106 Langues de spécialité, Lsp
- 107 Analyse du discours
- 108 Ethnographie de la communication
  
- 110 *La didactique des langues comme champ d'étude*
- 111 Didactique générale: principes, histoire et grands courants
- 112 Didactique analytique
- 113 Didactique psychologique
- 114 Méthodologies et approches
- 115 Linguistique appliquée à l'enseignement des langues étrangères
  
- 120 *Les travaux didactiques*
- 121 Élaboration de méthodes en didactique des langues
- 122 Exercice de langues
- 123 Élaboration de didacticiels



- 124 Lexicométrie
- 125 Tests et évaluation
- 126 Leçons de langues
- 127 Définition des besoins et des objectifs
- 128 Définition des programmes
- 129 Documents authentiques et stratégies de communication
  
- 130 *La technologie en didactique des langues*
- 131 Les moyens techniques traditionnels
- 132 Les moyens audiovisuels
- 133 Les laboratoires de langues
- 134 L'enseignement des langues par la télévision
- 135 L'enseignement des langues par ordinateur
  
- 140 *La documentation en didactique des langues*
- 141 Références bibliographiques générales en didactique des langues
- 142 Bibliographies
- 143 Banques de données en didactique des langues
- 144 Annuaires
  
- 150 *La formation en didactique des langues*
- 151 Enseignement des principes fondamentaux
- 152 Stages
- 153 Recherches expérimentales, études et documentation
- 154 Séminaires, colloques, rencontres

#### **Champ 48                      SUBJECT CATEGORIES FOR LANGUAGE DIDACTICS**

- 100 *Language didactics related fields*
- 101 Pedagogy, instruction
- 102 Descriptive linguistics, contrastive linguistics
- 103 Applied linguistics: translation, terminology, interpretation
- 104 Sociolinguistics: norm, variation, language planning
- 105 Psycholinguistics: learning and acquisition
- 106 Language for special purposes (LSP)
- 107 Discourse analysis
- 108 Ethnography of communication (speech)
  
- 110 *Language didactics: a discipline*
- 111 General didactics: foundations, history, trends
- 112 Method and lesson analysis
- 113 Psychological didactics
- 114 Method and approach
- 115 Applied linguistics to the teaching of Foreign languages
  
- 120 *Didactic work*
- 121 Preparation and writing of teaching method
- 122 Language exercises and drills
- 123 Preparation of software
- 124 Lexicometrics
- 125 Tests and evaluation

- 126 Language lessons
- 127 Definition of needs and objectives
- 128 Definition of programs
- 129 Authentic material and communication strategies
  
- 130 *Technology in Language didactics*
- 131 Traditional technological aids
- 132 Audio-visual aids
- 133 Language laborator /
- 134 Language teaching by television
- 135 Computer assisted language teaching
  
- 140 *Language didactics documentation*
- 141 General bibliographical references in language didactics
- 142 Bibliographies
- 143 Data banks in language didactics
- 144 Directories
  
- 150 *Training in language didactics*
- 151 Teaching of principles in language didactics
- 152 Workshops
- 153 Experimental research, survey, study and documentation
- 154 Seminars, conferences, meetings

#### **Champ 48                      DOMAINES DE CLASSEMENT**

- 200 *Les disciplines connexes à la terminologie*
- 201 Linguistique générale
- 202 Techniques documentaires
- 203 Classologie
- 204 Linguistique appliquée: traduction, rédaction technique
- 205 Science de l'information
- 206 Informatique
- 207 Philosophie: logique, ontologie
- 208 Lsp
  
- 210 *La terminologie comme science*
- 211 Fondements théoriques de la terminologie
- 212 Applications aux terminologies particulières
- 213 Lexicographie terminologique
- 214 Lexicographie traditionnelle
- 215 Lexicographie automatisée
  
- 220 *Les travaux terminologiques*
- 221 Préparation des travaux terminologiques
- 222 Elaboration de terminologie et de thésaurus
- 223 Méthodes traditionnelles
- 224 Méthodes informatisées
- 225 Néologie terminologique
- 226 Commissions de terminologie
- 227 Centres de traitement terminologique
- 228 Réseaux d'échanges terminologiques
- 229 Planification terminologique

- 230 *La documentation terminologique*
- 231 Références bibliographiques générales en terminologie
- 232 Bibliographies
- 233 Banques de données terminologiques
- 234 Vocabulaires spécialisés, thésaurus
- 235 Annuaire
  
- 240 *La normalisation terminologique*
- 241 Postulats fondamentaux de la normalisation terminologique
- 242 Terminologies normalisées
- 243 Harmonisation des terminologies
- 244 Planification linguistique
  
- 250 *La formation terminologique*
- 251 Enseignement des postulats fondamentaux
- 252 Enseignement des terminologies spécialisées
- 253 Enseignement de la documentation terminologique
- 254 Séminaires, colloques, rencontres

#### **Champ 48                      SUBJECT CATEGORIES FOR TERMINOLOGY**

- 200 *Terminology related fields*
- 201 General linguistics
- 202 Documentation
- 203 Classification
- 204 Technical languages (applied linguistics, translation)
- 205 Information science
- 206 Computer science
- 207 Humanities (logics, ontology)
- 208 Lsp
  
- 210 *Terminology science (Terminology research)*
- 211 General theory of terminology (methods)
- 212 Specialized theories of terminologies (methods)
- 213 Terminological lexicography (methods)
- 214 Conventional lexicography
- 215 Computer aided lexicography (methods)
  
- 220 *Terminology work*
- 221 Organization of terminology work
- 222 Preparation of terminologies and thesauri
- 223 Conventional preparation
- 224 Computerized preparation
- 225 Creation of neologisms
- 226 Terminology commissions
- 227 Terminology agencies
- 228 Terminology co-ordination (network)
- 229 Terminology planning
  
- 230 *Terminology documentation*
- 231 Literature documentation
- 232 Bibliographies

- 233 Factual documentation (terminology bank)
- 234 Technical vocabulaires, thesauri, etc.
- 235 Directories

- 240 *Terminology standardization*
- 241 Terminological principles
- 242 Standardized terminologies
- 243 Unification of terminologies
- 244 Planned languages

- 250 *Training in terminology*
- 251 Terminological principles
- 252 Specialized terminologies
- 253 Terminology documentation
- 254 Seminars

#### **Champ 48                    DOMAINES DE CLASSEMENT: BILINGUISME**

- 300 *Bilinguisme et multilinguisme (plurilinguisme)*
- 301 Éducation bilingue (multilingue, plurilingue)
- 302 Programmes d'enseignement bilingue (multilingue, plurilingue) immersion, enseignement intensif, etc.
- 303 Matériel didactique bilingue (multilingue, plurilingue)
- 304 Étudiants bilingues (multilingues, plurilingues)
- 305 Écoles (classes, cours) bilingues (multilingues, plurilingues)
- 306 Enseignants, auxiliaires pédagogiques bilingues (multilingues, plurilingues)
  
- 310 *Sociolinguistique (aspects et facteurs sociaux du bilinguisme)*
- 311 Contact des langues
- 312 Enquêtes et études sociolinguistiques: méthodologies
- 313 Sabirs, pidgins, créoles, lingua franca, continuum
- 314 Variation linguistique, niveau de langue, style, registre, accent
- 315 Norme
- 316 Dialecte, dialectologie, atlas linguistique, patois
- 317 Diglossie, alternance de code, transferts linguistiques
- 318 Ethnographie de la communication
- 319 Communauté linguistique, marché linguistique, habitus
  
- 320 *Psycholinguistique (aspects et facteurs psychologiques du bilinguisme)*
- 321 Psychologie sociale du langage
- 322 Psychanalyse, psychiatrie
- 323 Comportements langagiers
- 324 Interférence, transfert, interlangue
- 325 Attitude, motivation
- 326 Mesures et évaluation
- 327 Bilinguisme
- 328 Acquisition et développement du langage chez l'enfant
- 329 Apprentissage et fonctionnement du langage chez l'adulte
  
- 330 *Ethnolinguistique (aspects et facteurs ethniques du bilinguisme)*
- 331 Biculturalisme et multiculturalisme (pluriculturalisme)
- 332 Langue et culture (contacts)
- 333 Acculturation, assimilation, intégration
- 334 Immigrants, migrants, groupes ethniques

- 335 Ethnicité, identité culturelle
- 336 Minorités culturelles
- 337 Communication/tension, conflit interculturel
- 338 Racisme, préjugés, stéréotypes, discrimination
- 339 Irrédentisme, maintien culturel, langues ancestrales, patrimoniales, d'origine
  
- 340 *Linguistique (aspects et facteurs linguistiques du bilinguisme)*
- 341 Traduction, terminologie, LSP (voir 200 à 254)
- 342 Neurolinguistique, pathologie du langage
- 343 Lexicologie, lexicographie, lexicométrie
- 344 Analyse du discours, linguistique textuelle
- 345 Linguistique appliquée (voir 100 à 154)
- 346 Linguistique descriptive
- 347 Linguistique différentielle (analyse des erreurs, emprunts, analyse contrastive)
- 348 Linguistique historique, diachronique (adstrat, substrat)
  
- 350 *Aménagement linguistique (aspects et facteurs politiques et juridiques du bilinguisme)*
- 351 Corpus et Status. Corps de la langue - Fonctions de la langue dans les activités sociales. Domaines d'intervention (Domain Theory)
- 352 Géolinguistique, territorialité
- 353 Droits linguistiques
- 354 Législation linguistique, politique
- 355 Minorités linguistiques
- 356 Langue, nation, race, pays, peuple
- 357 Bilinguisme institutionnel, bilinguisme individuel
- 358 Langue officielle, langue nationale
- 359 Démolinguistique
  
- 360 *Documentation sur le bilinguisme (multilinguisme, plurilinguisme)*
- 361 Références bibliographiques générales sur le bilinguisme (multilinguisme, plurilinguisme)
- 362 Bibliographie
- 363 Banques de données, bases de données sur le bilinguisme (multilinguisme, plurilinguisme)
- 364 Annuaire, bulletins
  
- 370 *La formation à l'étude du bilinguisme (multilinguisme, plurilinguisme)*
- 371 Enseignement, cours, programmes sur le bilinguisme (multilinguisme, plurilinguisme)
- 372 Stages
- 373 Institutions, centres de recherche sur le bilinguisme (multilinguisme, plurilinguisme)
- 374 Recherches expérimentales, études sur le bilinguisme (multilinguisme, plurilinguisme)
- 375 Séminaires, colloques, rencontres sur le bilinguisme (multilinguisme, plurilinguisme)

#### Champ 48

#### SUBJECT CATEGORIES FOR BILINGUALISM (MULTILINGUALISM)

- 300 *Bilingualism, multilingualism*
- 301 Bilingual (multilingual) Education
- 302 Bilingual (multilingual) Teaching Programs: immersion, intensive teaching, etc.
- 303 Bilingual (multilingual) Teaching Material
- 304 Bilingual (multilingual) Students
- 305 Bilingual (multilingual) Schools, Classes, Courses
- 306 Bilingual (multilingual) Teachers, Teaching Aides
  
- 310 *Sociolinguistics (Social Aspects and Factors of Bilingualism)*
- 311 Languages in Contact

- 312 Research, Survey, Studies in Sociolinguistics
- 313 Sabirs, Pidgins, Creoles, Lingua Franca, Continuum
- 314 Linguistic Variation, Style, Register, Accent
- 315 Norm
- 316 Dialect, Dialectology, Atlas, Patois
- 317 Diglossia, Code Switching, Linguistic Transfers
- 318 Ethnography of Speaking
- 319 Linguistic Community, Linguistic Market, Habitus
  
- 320 *Psycholinguistics (Psychological Aspects and Factors of Bilingualism)*
- 321 *Social Psychology of Language*
- 322 *Psychoanalysis, Psychiatry*
- 323 *Communicative Behaviours*
- 324 *Interference, Transfer, Interlanguage*
- 325 *Attitudes, Motivation*
- 326 *Testing and Evaluation*
- 327 *Bilinguality*
- 328 *Acquisition and Development of Language for a Child*
- 329 *Learning and Language Use for an Adult*
  
- 330 *Ethnolinguistic (Ethnic Aspects and Factors of Bilingualisms)*
- 331 Biculturalism and Multiculturalism
- 332 Language and Culture (Contact)
- 333 Acculturation, Assimilation, Integration
- 334 Immigrants, Migrants, Ethnic Groups
- 335 Ethnicity, Cultural Identity
- 336 Cultural Minority
- 337 Communication/Tension, Intercultural Conflict
- 338 Racism, Prejudices, Stereotypes, Discrimination
- 339 Cultural Maintenance, Irredentism, Heritage Languages, Languages of Origin
  
- 340 *Linguistics (Linguistic Aspects and Factors of Bilingualism)*
- 341 Translation, Terminology, LSP (cf. 200 to 254)
- 342 Neurolinguistics, Language Pathology
- 343 Lexicology, Lexicography, Lexicometrics
- 344 Discourse Analyses, Text Linguistics
- 345 Applied Linguistics (cf. 100 to 154)
- 346 Descriptive Linguistics
- 347 Contrastive Linguistics (Error Analyses, Loans, Contrastive Analysis)
- 348 Historical Linguistics, Diachronic Linguistics (Adstratum, Substratum)
  
- 350 *Language Planning (Political and Legislative Aspects and Factors of Bilingualism)*
- 351 Corpus and Status. Domain Theory
- 352 Geolinguistic, Territoriality
- 353 Linguistic Rights
- 354 Linguistic Legislation, Policy
- 355 Linguistic Minority
- 356 Language, Nation, Race, State, People
- 357 Institutional Bilingualism, Individual Bilingualism
- 358 Official Language, National Language
- 359 Demolinguistics
  
- 360 *Documentation on Bilingualism (Multilingualism)*
- 361 General Bibliographical References on Bilingualism (Multilingualism)
- 362 Thematic Bibliographies on Bilingualism (Multilingualism)



- 363 Data Banks and Data Bases on Bilingualism (Multilingualism)
- 364 Directories, Bulletins
- 370 *Training and Study on Bilingualism (Multilingualism)*
- 361 Teaching, Courses, Programmes on Bilingualism (Multilingualism)
- 372 Institutions, Research Centers on Bilingualism (Multilingualism)
- 373 Workshops
- 374 Experimental Research, Study on Bilingualism (Multilingualism)
- 375 Seminars, Colloquia, Conferences on Bilingualism (Multilingualism)

## DOMAINES DE CLASSEMENT

### Linguistique / Informatique

- 400 *Disciplines connexes*
- 401 Linguistique computationnelle
- 402 Cybernétique
- 403 Documentation - Information
- 404 Sciences cognitives
- 405 Sciences du comportement
- 406 Linguistique formelle
- 407 Sémantique et sémiotique
- 408 Communication
- 409 Didactique des langues
- 410 *Champs d'étude*
- 411 E.A.O., E.I.A.O., A.P.O.
- 412 Testing par ordinateur
- 413 Analyse du discours
- 414 Reconnaissance de la parole - Synthèse de la parole
- 415 Les jeux linguistiques
- 416 Reconnaissance de l'écriture
- 420 *Travaux linguistiques informatisés*
- 421 Traduction automatique
- 422 Banques de données - terminologie
- 423 Évaluation de logiciel (didacticiel)
- 424 Lexicométrie
- 425 Vidéodisque
- 426 Traitement de textes
- 427 Génération de textes
- 428 Analyse automatique des textes
- 430 *Technologie et langages*
- 431 Intelligence artificielle
- 432 Système expert
- 433 Système auteur
- 434 Cinquième génération
- 435 Système interactif
- 436 Technologie de l'enseignement
- 437 Claviers - caractères orthographiques
- 440 *Documentation - Information*
- 441 Références bibliographiques générales
- 442 Bibliographies

- 443 Banques de données
- 444 Annuaire
- 450 *Formation*
- 451 Enseignement
- 452 Stages
- 453 Recherches expérimentales, études et documentation
- 454 Séminaires, colloques, rencontres
- 455 Centres, écoles, associations

## SUBJECT CATEGORIES

### Linguistics / Computer Science

- 400 *Related Fields*
- 401 Computational Linguistics
- 402 Cybernetics
- 403 Documentation - Information
- 404 Cognitive Sciences
- 405 Behavioural Sciences
- 406 Formal Linguistics
- 407 Semantics and Semiotics
- 408 Communication
- 409 Language Didactics
- 410 *Linguistics / Computer Science: a discipline*
- 411 C.A.I., C.A.L., I.C.A.I.
- 412 Computer Assisted Testing
- 413 Text Analysis
- 414 Speech Recognition - Speech Synthesis
- 415 Linguistic Games
- 416 Optical Character Recognition
- 420 *Linguistics / Computer Science Work*
- 421 Machine Translation
- 422 Data Banks - Terminology
- 423 Software Evaluation (Assessment)
- 424 Lexicometrics
- 425 Videodisc
- 426 Word Processing
- 427 Automatic Text Generation
- 428 Computerized Text Analysis
- 430 *Technology and Languages*
- 431 Artificial Intelligence
- 432 Expert System
- 433 Author System
- 434 Fifth Generation Micro-Computer
- 435 Interactive System
- 436 Educational Technology
- 437 Keyboards - Orthographic Characters
- 440 *Documentation - Information*
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- 443 Data Banks
- 444 Directories
- 450 *Training*
- 451 Teaching Programs
- 452 Workshops
- 453 Experimental Research, Survey, Study and Documentation
- 454 Seminars, Conferences, Meetings
- 455 Centers, Schools, Associations

### 3. Types de document

#### Champ 30

#### TYPES DE DOCUMENT

- 1 Monographie
- 2 Thèse
- 3 Essai
- 4 Ouvrage collectif: recueil
- 5 Microfilms, microfiches
- 6 Document officiel: lois, règlements.
- 7 Article de périodique
- 8 Quotidien
- 9 Recensions: compte-rendus, résumés
- 10 Document non-publié: manuscrits, travaux d'étudiants, mémoires, point de vue, conférence, discours.
- 11 Rapport
- 12 Prospectus
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- 14 Bibliographie
- 15 Actes de colloque
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- 17 Répertoire

## 4. Bordereau de saisie

## Projet BIBELO

Bordereau

CIRB

Bibliographie informatisée sur le bilinguisme et l'enseignement des langues officielles

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1. Numéro d'accès	2. Auteur(s) - Nom de famille (majuscule), initiale(s)
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6. Titre (L1)	
7. Titre (L2)	
8. Sous-titre (L1)	
9. Sous-titre (L2)	
10. Actes, collectif, périodique - (L1) In -	
11. Actes, collectif, périodique - (L2) In -	
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13. Nom de la collection	
14. Numéro dans la collection	
15. Numéro d'édition	
16. Lieu d'édition - (L1)	
17. Lieu d'édition - (L2)	
18. Code de langue	
19. Éditeur	
20. Année d'édition	21. Volume / Numéro du périodique
22. Mois du périodique	
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25. PP.	26. Nombre de tomes
27. Numéro du tome	28. Titre du tome
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30. Type de document	
31. Support (microfilm / microfiche)	
32. Localisation du support (majuscule)	
33. Matériel didactique (type)	
34. Localisation du matériel didactique (majuscule)	
35. Clientèle visée	
36. Niveau	
37. Traduction	38. Auteur(s) de la traduction - Nom de famille (majuscule), initiale(s)
39. Traduction Titre de l'original	
40. Congrès - Nom (L1)	
41. Congrès - Nom (L2)	

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500 501 502 503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534 535 536 537 538 539 540 541 542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560 561 562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577 578 579 580 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600 601 602 603 604 605 606 607 608 609 610 611 612 613 614 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631 632 633 634 635 636 637 638 639 640 641 642 643 644 645 646 647 648 649 650 651 652 653 654 655 656 657 658 659 660 661 662 663 664 665 666 667 668 669 670 671 672 673 674 675 676 677 678 679 680 681 682 683 684 685 686 687 688 689 690 691 692 693 694 695 696 697 698 699 700 701 702 703 704 705 706 707 708 709 710 711 712 713 714 715 716 717 718 719 720 721 722 723 724 725 726 727 728 729 730 731 732 733 734 735 736 737 738 739 740 741 742 743 744 745 746 747 748 749 750 751 752 753 754 755 756 757 758 759 760 761 762 763 764 765 766 767 768 769 770 771 772 773 774 775 776 777 778 779 780 781 782 783 784 785 786 787 788 789 790 791 792 793 794 795 796 797 798 799 800 801 802 803 804 805 806 807 808 809 810 811 812 813 814 815 816 817 818 819 820 821 822 823 824 825 826 827 828 829 830 831 832 833 834 835 836 837 838 839 840 841 842 843 844 845 846 847 848 849 850 851 852 853 854 855 856 857 858 859 860 861 862 863 864 865 866 867 868 869 870 871 872 873 874 875 876 877 878 879 880 881 882 883 884 885 886 887 888 889 890 891 892 893 894 895 896 897 898 899 900 901 902 903 904 905 906 907 908 909 910 911 912 913 914 915 916 917 918 919 920 921 922 923 924 925 926 927 928 929 930 931 932 933 934 935 936 937 938 939 940 941 942 943 944 945 946 947 948 949 950 951 952 953 954 955 956 957 958 959 960 961 962 963 964 965 966 967 968 969 970 971 972 973 974 975 976 977 978 979 980 981 982 983 984 985 986 987 988 989 990 991 992 993 994 995 996 997 998 999 1000 1001 1002 1003 1004 1005 1006 1007 1008 1009 1010 1011 1012 1013 1014 1015 1016 1017 1018 1019 1020 1021 1022 1023 1024 1025 1026 1027 1028 1029 1030 1031 1032 1033 1034 1035 1036 1037 1038 1039 1040 1

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## BIBLIOGRAPHIE ANALYTIQUE

ABRY, D., SCHOLL, M. 28357

1984 Informatique et français langue étrangère : Aspects pédagogiques du Projet MOSAÏQUE à Grenoble.  
 - Le français dans le monde, no 186, juil., pp.28-32. - OQLALL, OQLA. - Article de périodique (FRN)

Compte rendu d'une expérience de réalisation d'un didacticiel de français langue étrangère, inscrit dans le cadre du projet pluridisciplinaire "MOSAÏQUE". Les objectifs des informaticiens: l'étude des problèmes de production de didacticiels; ceux des enseignant(e)s (français langue étrangère): étudier une intégration de l'EAO à l'ensemble des méthodes et techniques utilisées pour apprendre le français. L'équipe a ainsi essayé d'explorer les possibilités que l'ordinateur pouvait apporter d'un point de vue formel, pour la conception et la mise en oeuvre d'exercices, et du point de vue psychologique, pour une conduite des activités donnant à l'apprenant une initiative aussi large que possible. En conclusion, les auteurs insistent sur le rôle important du professeur dans l'EAO en tant qu'utilisateur et en tant qu'auteur de didacticiels. R.M.

PLAN DE CLASSEMENT: ELABORATION DE DIDACTICIELS  
 DIDACTIQUE DES LANGUES  
 E.A.O., E.I.A.O., A.P.O.  
 RECHERCHES EXPERIMENTALES, ETUDES ET DOCUMENTATION

DESCRIPTEURS: FRANÇAIS LANGUE ÉTRANGÈRE; INTÉGRATION DE L'EAO

ADAMS, E.N. 20067

1968 Use of CAI in Foreign Language Instruction. - Yorktown Heights (N.Y.) : IBM Thomas J. Watson Research Center. 6 p. - OQLACI. - Rapport (ANG)

The article describes a CAI experiment in foreign language learning at university level, carried through to a final evaluation. The ordinary tape language lab work was replaced with a CAI lab in reading and writing permitting the teacher to continue audio-lingual teaching. According to the author, there are many possible uses of the computer for instruction. However, the results obtained from this experiment indicate the use of CAI lab as an especially promising aid for acquiring a complex skill such as that involved in language learning. R.M.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
 LANGUAGE DIDACTICS  
 EXPERIMENTAL RESEARCH, SURVEY, STUDY AND DOCUMENTATION

DESCRIPTORS: LANGUAGE LAB; FOREIGN LANGUAGES; READING; WRITING

ALATIS, J.E. 28204

1983 The Application of Instructional Technology to Language Learning. - CALICO Journal, vol. 1, no 1, June, pp.9-13. - OQLACI. - Article de périodique (ANG)

The paper explores the humanistic objective of educational programs in relation to language instruction and ways in which modern technological developments can help teachers achieve it. The computer appears to have great potential for improving and facilitating the learner's progress. However, it is first necessary to change the negative attitudes of teachers and students, reactions due to the disappointing results of the language lab and the now felt panic towards the computer revolution. The author emphasizes the fact that computers have little tolerance for ambiguity or perception of metaphor. At best, they will help transmit more information to people with greater efficiency than ever before. He concludes that modern technological advances will revolutionize the language teaching profession only in the sense that they will enable the teacher to achieve his/her educational objective more efficiently. R.M.

SUBJECT CATEGORIES: EDUCATIONAL TECHNOLOGY  
 LANGUAGE DIDACTICS  
 C.A.I., C.A.L., I.C.A.I.

DESCRIPTORS: COMPUTER LITERACY; LANGUAGE LAB; MODERN LANGUAGES

AOKI, P.K., EDDY, P.A., HOLMES, G., PUSACK, J.P., WYATT, D.H. 28094

1984 Working Group Report : A Proposal for a Prototype Computer-Based Reading Course. - Foreign Language Annals, vol. 17, no. 4, Sept., pp.421-422. - OQLA. - Article de périodique (ANG)

AOKI, P.K., EDDY, P.A., HOLMES, G., PUSACK, J.P., WYATT, D.W. 28094 (suite)

This report resumes a proposal for an experimental computer-based curriculum in foreign language that would enable a student to acquire a significant though limited subset of the language. The design of a CAI reading curriculum could be based on the existing theory about what reading is and how humans learn to read. The principal characteristics of the proposed prototype program are as follows: use of authentic reading material; learning through the request of help; use of a drill or text generator to keep track of the student's learning history; use of graphic and video support, including game-like activities; a structural and vocabulary inventory, which can be updated and is capable of handling particular disciplines. At least one computer adaptive test should be developed to accompany the curriculum. R.M.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
EXPERIMENTAL RESEARCH, SURVEY, STUDY AND DOCUMENTATION  
LANGUAGE DIDACTICS

DESCRIPTORS: FOREIGN LANGUAGES; READING; COMPUTER ADAPTIVE TESTING

ARIEV, R. 28019

1984 Computer-assisted Foreign Language Materials : Advantages and Limitations. - CALICO Journal, vol.2, no.1, Sept., pp.43-47. - OCLACI. - Article de périodique (ANG)

This article explores some of the decisions and the decision making process that went into producing the Blossom CAI materials for French instruction at the Pennsylvania State University. The ability of CAI to bring together several media, to involve the student in a multimedia experience, and to give an instantaneous feedback are some of the most obvious advantages discussed. The Blossom program is outlined in detail (material is not book-dependent but generic; it is suitable for several different texts). One of the important features: the materials have audio-cuing contrary to others that are mute. The principal limitations of CAI materials written up to date are described. Current programs cannot engage the student in a free oral exchange, nor is written true exchange possible. The computer cannot yet understand a written message. To provide the student with structured activities, courseware must be interesting, inventive, use many media, and be playful but not mimic existing media. R.M.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
LANGUAGE DIDACTICS  
EDUCATIONAL TECHNOLOGY

DESCRIPTORS: COURSEWARE; FRENCH AS A FOREIGN LANGUAGE; FOREIGN LANGUAGES; U.S.A.

ARIEV, R. 29602

1979 A Diagnostic Test for Students Entering a Computer-Assisted Learning Curriculum in French. - Computers and Education, vol. 3, no 4, pp.331-333. - OOLA. - Article de périodique (ANG)

Axiomatic in computer-aided instructional strategies is the goal of individualized instruction. In foreign language instruction, the kinds of individuation needed are particularly complex. Even with prior training the proficiency of most college-level students of a foreign language in the so-called four skills is rarely uniform. One needs to know which language features the student is able to manipulate adequately and those which he cannot. A diagnostic test has been implemented for French on the PLATO system at the University of Illinois, Urbana. A 2-h test provides a profile for each student's performance and indicates the student's proficiency in reading, writing and listening skills. Instructors and students report their satisfaction with the program. Testing strategies can be adapted to other foreign languages. R.M.

SUBJECT CATEGORIES: LANGUAGE DIDACTICS  
C.A.I., C.A.L., I.C.A.I.  
COMPUTER ASSISTED TESTING

DESCRIPTORS: CAI STRATEGY; FRENCH AS A FOREIGN LANGUAGE; CAI SYSTEM; LANGUAGE SKILLS; U.S.A.

ATKIN, R. VOIR KEMMIS, S. 29792

BAKER, R.L. 28265

1984 Foreign Character Font (FCF) SIG Report. - CALICO Journal, vol. 2, no 2, Dec., pp.9-18. - OQLACI. - Article de périodique (ANG)

This overview is concerned with CALI/CALL relative to foreign character fonts. It also contains a list of word-processing packages, course authoring programs, and other programs which either use, contain, or provide for the creation of foreign character fonts. R.M.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
KEYBOARDS - ORTHOGRAPHIC CHARACTERS  
WORD PROCESSING  
AUTHOR SYSTEM

DESCRIPTORS: FOREIGN CHARACTER FONTS

BARKER, G., CANALE, M. 25043

1984 Writing with Computers : Word Processing and Beyond. - Medium, vol. 9, no. 3, Dec., pp.137-142. - OQLACI. - Article de périodique (ANG)

The authors outline some of the advantages and disadvantages of the word-processor from their observations in elementary classrooms. They note that the mechanical aspects of the drafting and revision processes are simpler to attend, thus creating an increased willingness to edit, to revise and to rewrite; and that word-processing encourages authentic social interaction. Some elements of concern are that the typing skills and the time and effort required to master the mechanic of using a computer may encourage attention to superficial aspects of the writing process. One promising approach considers the computer's potential with the full range of the writer's needs in mind. Another involves the use of computer learning networks. The authors conclude that we should not be concerned with the technology per se but with the way we use it. R.M.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
WORD PROCESSING  
EDUCATIONAL TECHNOLOGY

DESCRIPTORS: WRITING  
Special Issue on Computer-Assisted Language Learning

BARRETTE, A. 28305

1985 Le rôle de la motivation dans les applications pédagogiques de l'ordinateur. - L'APOP, vol. III, no. 4, mai, pp.3-5. - OQLACI. - Article de périodique (FRN)

L'auteur s'appuie sur Swensen et Anderson pour qui le rôle le plus important des agents de renforcement dans les APO est celui de la motivation. Les stimulations visuelles constituent des agents de renforcement primaire, le jeu sur l'ordinateur, de renforcement secondaire, la forme de points ou d'étoiles de renforcement général. Chaque type de renforcement a ses avantages et ses désavantages. Il peut aussi être passif, actif ou interactif. Le moment de l'apparition d'un renforcement est aussi important que son apparition elle-même. La justesse de l'agent de renforcement est un autre facteur considérable. L'à-propos du renforcement est un souci relativement récent issu du désir constant de perfectionner les didacticiels. Seul un test pratique permet de connaître les meilleures circonstances entourant l'apprentissage par ordinateur. R.M.

PLAN DE CLASSEMENT: E.A.O., E.I.A.O., A.P.O.  
DIDACTIQUE DES LANGUES  
TECHNOLOGIE DE L'ENSEIGNEMENT  
ÉLABORATION DE DIDACTICIELS

DESCRIPTEURS: AGENT DE RENFORCEMENT APO

BARRUTIA, R. 28274

1985 Communicative CALL with Artificial Intelligence. - CALICO Journal, vol. 3, no 1, Sept., pp.37-42. - OQLACI. - Article de périodique (ANG)

BARRUTIA, R. 28274 (suite)

This article presents a desiderata for, according to the author, the best possible features in a foreign language computer courseware program which meets the criteria of the modern communication oriented methodologies. The components of the courseware/software desiderata are to be organized by an expert system. This courseware introduces the communicative branch programming approach to computer-assisted study of foreign language: it utilizes the errors of the learners to signal itself where to move next. Other subjects discussed are the role of CALL, applications of research and computer hardware. S.C.

SUBJECT CATEGORIES: LANGUAGE DIDACTICS  
C.A.I., C.A.L., I.C.A.I.  
PREPARATION OF SOFTWARE  
EXPERT SYSTEM

DESCRIPTORS: SPANISH AS A FOREIGN LANGUAGE; FOREIGN LANGUAGES

BEAUCHAMP, R. 28216

1984 L'informatique dans les écoles françaises et d'immersion du Manitoba. - L'APQP, vol. 2, no 3, juin, pp.4-5. - OQLACI. - Article de périodique (FRN)

Il s'agit d'une description de deux programmes: un de production et d'évaluation de didacticiels, et un autre de développement de curricula, mis de l'avant par le bureau de l'Education française du Manitoba pour les écoles françaises d'immersion. Depuis deux ans plus de cinquante disquettes de modules en français ont été produites (conçues soit par des enseignants (e)s francophones, soit par des étudiants (e)s). Les modules sont de quatre types: Tutorats, Simulations, Jeux éducatifs, tests formatifs et sommatifs. Dans la deuxième partie, on mentionne les différents cours offerts. Enfin, on énumère d'autres projets en cours de réalisation ou des services en informatique dont se prévaudra le Manitoba prochainement. R.M.

PLAN DE CLASSEMENT: EVALUATION DE LOGICIEL (DIDACTICIEL)  
ELABORATION DE DIDACTICIELS  
CENTRES, ÉCOLES, ASSOCIATIONS  
E.A.O., F.I.A.O., A.P.O.

DESCRIPTEURS: FRANCAIS IMMERSION; MODULES EAO; MANITOBA

BELL, D.S. VOIR WELLS, B.J. 28422

BENNETT, R.L. 28102

1983 First Steps to Computer Literacy. - CALICO Journal, vol. 1, no. 2, Sept., pp.10-13. - OQLACI. - Article de périodique (ANG)

The article intends to reduce apprehensions teachers have with regard to using the computer. The author responds to the two most expressed fears: 1. CAI will go the way of the language labs: - Computers are far more versatile than the language labs and strongly entrenched. 2. Computers are too complicated to learn to use: - Running a computer requires only knowledge of some commands and some typing skills - Running a program is thus a simple matter. The author goes on to explain some basic notions, (a glossary of which is attached at the end of the article), computer languages, the computer's capacity, and the present availability of programs for foreign language instruction. Her advice: take the first step to computer literacy, and you will find that computers are not intimidating after all! R.M.

SUBJECT CATEGORIES: LANGUAGE DIDACTICS  
C.A.I., C.A.L., I.C.A.I.  
DOCUMENTATION - INFORMATION  
TECHNOLOGY AND LANGUAGES

DESCRIPTORS: COMPUTER LITERACY; FOREIGN LANGUAGES; GLOSSARY; LANGUAGE LAB



BENNION, J.L. VOIR HENDRICKS, M. 28287

BERTELOOT, G. 28363

1983 La création d'un support informatique : son intégration dans une méthode d'anglais grands débutants. - Les langues modernes, no. 1, pp.47-53. - OQLA. - Article de périodique (FRN)

On décrit un programme d'anglais élaboré par des enseignants non-informaticiens grâce au système-auteur PIGE. L'objectif est de proposer à l'enseignant un support didactique supplémentaire et de créer pour l'enseignant un outil ne nécessitant aucune connaissance en informatique. Les problèmes rencontrés sont d'ordre: a. technique (gestion de l'écran, séquences logiques dans les réponses); b. pédagogique (quelle terminologie utiliser dans les commentaires et messages d'aide; quelles fautes prévoir?) A souligner: PIGE permet à l'enseignant une mise à jour permanente du catalogue des erreurs et des réponses exactes. En conclusion: c'est le médium qui doit se soumettre à l'enseignant, et non l'inverse. Il faut d'abord poser les problèmes de didactique et les résoudre ensuite à l'aide de l'informatique. Les élèves sont sensibles au caractère interactif et ils insistent pour qu'un enseignant soit proche. R.M.

PLAN DE CLASSEMENT: E.A.O., E.I.A.O., A.P.O.  
SYSTÈME AUTEUR  
DIDACTIQUE DES LANGUES  
ÉLABORATION DE DIDACTIQUES

DESCRIPTEURS: ANGLAIS LANGUE ÉTRANGÈRE; INTÉGRATION DE L'EAO

BLAMONT, G. 29376

1982 Compte rendu des journées d'étude A.P.L.V. de Lille, consacrées à l'utilisation de l'ordinateur dans l'enseignement des langues vivantes. - Bulletin Pédagogique, no.80,81, Nov. Déc., pp.90-94. - OQLA. - Article de périodique (FRN)

Compte rendu des journées d'étude A.P.L.V. (premières journées d'étude nationales organisées sur le thème). Il s'agissait surtout des rapports entre l'apprentissage des langues et l'E.A.O., avec comme question centrale: Dans quelle mesure l'E.A.O. intervient-il et peut-il intervenir dans l'apprentissage des langues vivantes? La réponse laisse voir ses possibilités et ses limites. Pour conclure, une commission, la CELAO (Coordination des Enseignants de Langues Assimilées par Ordinateur) a été mise sur pied. R.M.

PLAN DE CLASSEMENT: DIDACTIQUE DES LANGUES  
E.A.O., E.I.A.O., A.P.O.  
SÉMINAIRES, COLLOQUES, RENCONTRES

DESCRIPTEURS: LANGUES VIVANTES; FRANCE

BORELLO, E., ITALIANI, M. 28464

1981 Computer-based Teaching in Applied Linguistics. In: Computers in Education, Lewis, R. & Tagg, E.D. (ed.). - New-York: North-Holland Publishing, pp.89-92. - OQLA. - Actes de colloque. - World Conference on Computers in Education (3rd), Lausanne, Switzerland (81.07.27. - 81.07.31.). - ISBN 0-444-86255-2 (ANG)

The use of CAI in linguistics is very limited even though during recent years there has been a growing interest in related techniques for teaching grammatical rules of foreign languages. As far as we know, nobody up until now has tried to prepare a CAI course for teaching and testing applied linguistics. This is surprising because many linguistic subjects can be learned only by doing of exercises. In this paper an outline of some problems in the teaching of linguistic subjects is given and an experimental course in generative grammar, now being tested, is described. M.A.A.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
FORMAL LINGUISTICS

DESCRIPTORS: APPLIED LINGUISTICS; GENERATIVE GRAMMAR; FOREIGN LANGUAGES

BORELLO, E., ITALIANI, M. 29759

1985 Improving Basic Skills in English with CAI Techniques. In : Proceedings of the 4th World Conference on Computers in Education : WCEE/85, Duncan, K. & Harris, D. (ed.). - Participants Edition. - New-York : North-Holland, pp.207-212. - 2 : Part 1 ; 1. - QOLA. - Actes de colloque. - World Conference on Computers in Education, Norfolk, Virginia. (85.07.29. - 85.08.02.) (ANG)

Work in the field of CAI was begun at the University of Turin in 1978 with the aim of testing the didactic effectiveness of these techniques in applied linguistics. It is in the area of error diagnosis and presentation of the learning materials that CAI is very useful and that the computer's full potential is exploited. This paper describes some years of experience with CAI applied to teaching English to adults with a course designed and tested at the University of Turin. M.A.A.

SUBJECT CATEGORIES: FORMAL LINGUISTICS  
LANGUAGE DIDACTICS  
C.A.I., C.A.L., I.C.A.I.

DESCRIPTORS: COMPUTER EXPLOITATION; ENGLISH AS A FOREIGN LANGUAGE; ERROR DIAGNOSIS;  
COURSEWARE; ITALY

The trade edition of these proceedings (ISSN 0 444 87797 5/one volume) will be published by:  
ELSEVIER SCIENCE PUBLISHERS.

BOUCHARD, L. VOIR ENIRKANIAN, I 28081

BOUGAIEFF, A. 28976

1987 Les jeux d'aventure, l'enseignement des langues et l'ordinateur. - L'Appo, vol.5, no 2, mars.  
- QOLACI. - Article de périodique (FRN)

Les jeux d'aventure ont, selon l'auteur, beaucoup à offrir aux étudiants de langue étrangère. Ils sont motivants par nature, car ils reposent sur les trois catégories définies par Malone: la mise au défi, l'imaginaire et le sens de la curiosité. Cependant, il faut juger les jeux d'aventure à partir de certains critères que l'auteur énumère, si on les utilise pour l'enseignement des langues étrangères. On peut aussi produire soi-même des jeux d'aventure à partir des systèmes auteurs tels que Adventure Writer ou Adventure Master. A cause de leur vocabulaire, des éléments de surprise et de la confiance qu'ils donnent à l'apprenant, les jeux d'aventure devraient occuper une place centrale dans les programmes d'enseignement des langues étrangères. (Références). R.M.

PLAN DE CLASSEMENT: E.A.O., E.I.A.O., A.P.O.  
DIDACTIQUE DES LANGUES  
LES JEUX LINGUISTIQUES  
SYSTEME EXPERT

DESCRIPTEURS: LANGUES ETRANGERES

BOURGAIN, D. 28044

1983 Enseignement et ordinateurs : Quelle révolution? - Études de linguistique appliquée, no. 50, avril-juin, pp.8-30. - QOLA. - Article de périodique (FRN)

Un certain nombre de tendances se dégagent dans le domaine de l'enseignement assisté par ordinateur (EAO). Ce sont ces tendances qui font l'objet de l'article, étudiées en fonction des théories de l'apprentissage et de deux préoccupations actuelles de la didactique des langues: l'autonomisation et l'individualisation. Tantôt l'EAO est conçu comme une assistance à l'enseignement et un soutien offert à l'apprenant, tantôt il constitue une prise de position originale sur ce qu'est l'apprentissage et ce que doit être l'enseignement. L'auteur nous présente un tour d'horizon de points de vue "traditionnels" et "constructivistes" sur l'EAO, tout en soulignant leurs avantages et/ou désavantages. Quel que soit le point de vue, il est constaté que certains aspects de l'apprentissage ont été négligés, notamment en ce qui concerne le caractère social du langage et de l'apprentissage. A.L.

PLAN DE CLASSEMENT: E.A.O., E.I.A.O., A.P.O.  
SCIENCES COGNITIVES  
DIDACTIQUE DES LANGUES

DESCRIPTEURS: ENSEIGNEMENT INDIVIDUALISE; AUTODIDAXIE

BOYD, G., KELLER, A., KENNER, R. 28610

1982 Remedial and Second Language English Teaching Using Computer Assisted Learning. - Computers and Education, Vol. 6, no 1, pp.105-112. - OQLA. - Article de périodique (ANG)

The problem addressed is that of teaching collegial and entering level university students the requisite skills to write intelligible papers in English. Several hundred students have worked through 20 or more CAL lessons each year for 3 years, and appreciable gains in skills have been measured. Questions with pedagogical implications are answered, concerning standardization of access procedures and frame formats, the quantity of data to be collected automatically, and the use of self-documentation of source-code. A move is expected to a hybrid system, with studyware and records stored on the main-system, but actual "delivery" being provided by personal computers to which studyware will be downloaded in blocks and from which the usage data will be collected back at sign-off. A.L.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
EDUCATIONAL TECHNOLOGY

DESCRIPTORS: WRITING SKILLS; ENGLISH AS A SECOND LANGUAGE

CAIN, A. VOIR JANITZA, J. 28361

CANALE, M. VOIR BARKER, G. 25043

CANDELIER, M. VOIR JANITZA, J. 28361

CENTRALE DES BIBLIOTHÈQUES 29013

1986 Logiciels d'enseignement du français : [Recherche bibliographique de la banque LOGIBASE]. - Montréal : Centrale des bibliothèques. 69 p. - OQLACI. - Document non-publié (FRN)

Ce répertoire contient soixante-neuf logiciels d'enseignement du français principalement destinés aux élèves du primaire, quoiqu'il y ait quelques logiciels s'adressant aux élèves du secondaire. Parmi les sujets traités par les logiciels, on retrouve l'écriture, la lecture, la composition, le vocabulaire, la conjugaison et les jeux linguistiques. Le titre du logiciel, son générique, le type d'ordinateur auquel il convient, les accès sujets, sa description et sa source sont les renseignements qui sont répertoriés. De plus, la localisation des dix-sept fabricants des logiciels en question est incluse. S.C.

PLAN DE CLASSEMENT: BANQUES DE DONNÉES  
DIDACTIQUE DES LANGUES  
E.A.O., E.I.A.O., A.P.O.

DESCRIPTEURS: FRANÇAIS LANGUE MATERNELLE; COMPOSITION; VOCABULAIRE; GRAMMAIRE; QUÉBEC (PROV.)

CHAMBERS, J.A., SPRECHER, J.W. 28948

1980 Computer Assisted Instruction : Current Trends and Critical Issues. - Communications of the ACM, vol. 23, no. 6, June, pp.332-342. - OQLACI. - Article de périodique (ANG)

The use of computers to assist in the learning situation in a simulation, game, tutorial, or drill and practice mode is reviewed on an international basis with centers of activity identified in the United States, Canada, the United Kingdom, and Japan. The use of the computer as an adjunct to support learning is compared to its use in a substitution mode. Evaluative studies of CAI are reviewed and costs are examined. The critical issues of CAI are enumerated and analyzed as they pertain to computer hardware, CAI languages, and courseware development and use. The future of CAI is briefly sketched from the viewpoints of individuals prominent in the field. Finally, conclusions are drawn and recommendations are offered to help ensure the most educationally cost-effective use of CAI in learning situations. A.A.

CHAMBERS, J.A., SPRECHER, J.W. 28948 (suite)  
 SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
 LANGUAGE DIDACTICS  
 PREPARATION OF SOFTWARE  
 EDUCATIONAL TECHNOLOGY

DESCRIPTORS: CAI MODE; LEARNING SITUATION; U.S.A.; CANADA; UNITED KINGDOM; JAPAN  
 Copyright 1980, Association for Computing Machinery Inc., reprinted by permission.

CHAPELLE, C., JANIESON, J. 28129  
 1983 Language Lessons on the Plato IV System. - System, vol. 11, no. 1, pp.13-20. - QQLACI. - Article de périodique (ANG)

This paper enumerates some of the techniques and lesson types that are used in FL courseware on the PLATO IV system at UIUS. First the PLATO IV system is outlined in terms of technical capabilities and its integration into the curricula of language classes. Then, some FL courseware is described to exemplify many aspects of reading, writing and listening which can be practiced by students on a computer. It is hoped that these examples can serve as a point of departure for development of future FL courseware. M.A.A.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
 LANGUAGE DIDACTICS  
 PREPARATION OF SOFTWARE  
 EDUCATIONAL TECHNOLOGY

DESCRIPTORS: FOREIGN LANGUAGES; CAI INTEGRATION; RECEPTIVE SKILLS

CHAPELLE, C., JANIESON, J. 29031  
 1986 Computer-Assisted Language Learning as a Predictor of Success in Acquiring English as a Second Language. - TESOL Quarterly, vol. 20, no. 1, Mar., pp.27-46. - QQLACI. - Article de périodique (ANG)

This article reports the results of a study of the effectiveness of computer-assisted language learning (CALL) in the acquisition of English as a second language by Arabic- and Spanish-speaking students in an intensive program. The study also examined two student variables - time spent using and attitude toward the CALL lessons - as well as four cognitive/affective characteristics - field independence, ambiguity tolerance, motivational intensity, and English-class anxiety. English proficiency was measured by the TOEFL and an oral test of communicative competence. Results indicated that the use of CALL lessons predicted no variance on the criterion measures beyond what could be predicted by the cognitive/affective variables. In addition, it was found that time spent using and attitude toward CALL were significantly related to field independence and motivational intensity. (...) A.A.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
 COGNITIVE SCIENCES  
 LANGUAGE DIDACTICS

DESCRIPTORS: ENGLISH AS A SECOND LANGUAGE; CALL OBSERVATION RESULTS

CHOI, S.-Y. 29744  
 1986 Application of Component Display Theory in Designing and Developing CALI. - CALICO Journal, vol. 3, no. 4, June, pp.40-45. - QQLACI. - Article de périodique (ANG)

This paper examines some critical areas of the Component Display Theory (a scientific and practical instructional development guide) applicable in CALI, and demonstrates how the principles of CDT can help in designing professional, goal-oriented CALI. The eight propositions of CDT are outlined. Further discussed are the efficiency and the quality of instructional presentation and its limitations. CDT only analyzes the organization of instruction on a single topic. It is concluded that CDT not only provides the step-by-step operational procedures, but also a checklist for the designer to diagnose and quantify the effectiveness of the instruction without any extensive formative evaluation. R.W.

CHOI, S.-Y. 29744 (suite)

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
EDUCATIONAL TECHNOLOGY  
PREPARATION OF SOFTWARE

DESCRIPTORS: DESIGN PROCEDURES; GUIDE

CHOUVET, L. 28366

1983 EAO ou EA07. - Les langues modernes, no. 1, pp.72-74. - OQLA. - Article de périodique (FRN)

L'ordinateur peut-il ou doit-il "assurer" l'enseignement? Quel est le rapport entre le temps et l'énergie requis pour l'élaboration d'un logiciel et la preuve de son efficacité y compris et surtout l'analyse des erreurs? Il s'agit de ne pas négliger l'Enseignement Assisté par Ordinateur: la machine dans ce cas assure le dépistage de l'erreur mais c'est le rôle du maître d'y remédier. Les avantages du dépistage automatique et affiné de l'erreur sont nombreux: 1. d'abord, une méthode assez simple, 2. la possibilité d'aborder des domaines aussi variés que l'entraînement à la compréhension écrite et orale, 3. la souplesse extraordinaire du didacticiel pour répondre à des besoins spécifiques à un moment donné. En conclusion, il n'est pas inutile de pratiquer l'Enseignement Assisté par Ordinateur de façon ponctuelle mais il faut surtout fournir à l'ordinateur le rôle d'assistant pour dépister les déficiences. R.M.

PLAN DE CLASSEMENT: E.A.O., E.I.A.O., A.P.O.  
DIDACTIQUE DES LANGUES  
ELABORATION DE DIDACTICIELS

DESCRIPTEURS: ANALYSE DES ERREURS; LANGUES VIVANTES

CHOUVET, L., FRIZOT, D. 28373

1983 Le système CH. - Les langues modernes, no. 1, pp.74-76. - OQLA. - Article de périodique (FRN)

Le système CH permet à tout professeur de langues vivantes, sans qu'il soit informaticien, de présenter à un ordinateur les exercices les plus courants de la panoplie magistrale, et d'amener ensuite ses élèves devant les consoles pour qu'ils fassent ces exercices. Le système prend alors le relais du maître en ce qui concerne le contrôle de l'élève et la correction de ce qu'il répond. Il ne reste plus au maître qu'à régler individuellement les quelques difficultés personnelles qui subsistent. Sont décrits dans l'article: la durée de l'apprentissage, les services offerts aux élèves et au professeur par CH ainsi que son histoire de 1973 à 1983. R.M.

PLAN DE CLASSEMENT: DIDACTIQUE DES LANGUES  
E.A.O., E.I.A.O., A.P.O.  
SYSTÈME AUTEUR  
TECHNOLOGIE DE L'ENSEIGNEMENT

DESCRIPTEURS: LANGUES VIVANTES

CIORAN, S.D. 33354

1986 Logology and Compupuzzles in Foreign Language Instruction. In: Proceedings of the Fifth Canadian Symposium on Instructional Technology = Compte rendu du cinquième symposium canadien sur la technologie pédagogique. - Ottawa: National Research Council Canada/Conseil national de recherches du Canada, pp.631-636. - OQLACI. - Actes de colloque. - Computer-Aided Learning: The Next Five Years / L'enseignement assisté par ordinateur: Les cinq prochaines années, Ottawa, Ontario. (86.05.05. - 86.05.07.): 28 cm. - ISSN 0-660-53319-7 (ANG)

With the introduction of computers in education, teachers have sought to create a recreational environment in foreign language computer-based learning. Computer-based games have held out the prospect of painless learning. However, many educators have experienced a deep disappointment in the low educational value of many computer games. This paper explores the possibility of developing authoring language systems that would allow the instructor to create his/her own recreational software materials in a variety of foreign languages. In these computerized puzzles, the emphasis is on the verbal content and the educational value of what the student is asked to do, without forgetting interesting visual presentation and game situation. S.C.



CIORAN, S.D. 33354 (suite)

PLAN DE CLASSEMENT: DIDACTIQUE DES LANGUES  
ELABORATION DE DIDACTIQUES  
E.A.O., C.I.A.O., A.P.O.  
SYSTÈME AUTEUR

SUBJECT CATEGORIES: LANGUAGE DIDACTICS  
PREPARATION OF SOFTWARE  
C.A.I., C.A.L., I.C.A.I.  
AUTHOR SYSTEM

DESCRIPTORS: FOREIGN LANGUAGES; EDUCATIONAL GAMES

COLLETT, M.J. 28054

1981 Examples of Applications of Computers to Modern Language Study : 2. Storage and Retrieval: The Development of an Index of Learning Resources. - System, vol. 9, no. 1, Jan., pp.35-40. - QQLACI. - Article de périodique (ANG)

This paper proposes a solution to problems related to learning resources in modern language study. Three types of problems are raised: the inadequacy of grammar indexes and the lack or inappropriate indexing of didactic material and textual example for teaching staff. The development of a computerized index is seen as a single common solution for these problems. The program described, FAMULUS, combines the capacities of storage, sorting, and retrieval of large quantities of data, and its two possible outcomes are to produce printed index lists for students or teachers, and give access to the terminal to the students. A.L.

SUBJECT CATEGORIES: LANGUAGE DIDACTICS  
C.A.I., C.A.L., I.C.A.I.  
DOCUMENTATION - INFORMATION

DESCRIPTORS: COMPUTER APPLICATION; COMPUTERIZED INDEX; MODERN LANGUAGES; LEARNING RESOURCES

COLLETT, M.J. 28055

1980 Examples of Applications of Computers to Modern Language Study : 1. The Step-Wise Development of Programs in Reading, Grammar and Vocabulary. - System, vol. 8, no. 3, Oct., pp.195-204. - QQLACI. - Article de périodique (ANG)

The developing of a computer-assisted program on language study is analyzed step by step in this paper, in order to demonstrate how existing computer installations could be used. In a first phase, the program (TESTER) adapts from a system with a limited number of general questions grouped in units on reading, grammar and vocabulary, to a more specific choice of questions related to the assignments of the weeks, and using a usage file to compile the utilization of the program. In the second phase, the program gets more sophisticated when the program designers enlarge the possibilities of items in each unit and, by keeping account of individual students' performance, program the computer to select items which have not already been satisfactorily answered. A.L.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
EDUCATIONAL TECHNOLOGY  
PREPARATION OF SOFTWARE

DESCRIPTORS: MODERN LANGUAGES; COMPUTER APPLICATION; CAI INTEGRATION

CONNOLLY, G., VOUVÉ, S. (réd.) 29101

1986 Actes: 17e colloque annuel tenu à l'Université Laval à Québec = Proceedings: 17th Annual Symposium held at Laval University in Quebec. In : Bulletin de l'ACLA = Bulletin of the CAAL. - Québec : ACLA/CAAL. 174 p. - QQLACI. - Actes de colloque. - Informatique et linguistique appliquée / Computer Science and Applied Linguistics, Québec. (86.05.29. - 86.05.31.) : 22 cm. - ISBN 2-920121-07-3 (FRN, ANG)

Ce Bulletin contient les actes du XVIIe Colloque de l'ACLA, qui s'est déroulé à l'Université Laval à Québec en mai 1986. Le thème était "Informatique et linguistique appliquée". Par ce colloque, on a voulu souligner le travail de l'ACLA dans la recherche en enseignement assisté par ordinateur (EAO), en intelligence artificielle et en traduction, terminologie et documentation. S.C.

CONNOLLY, G., VOUE, S. (réd.) 29101 (suite)

This issue of the CAAL Bulletin presents the proceedings of the 17th CAAL Symposium, held at Laval University in Quebec City in May, 1986. "Computer Science and Applied Linguistics" was the theme of the conference. The main purpose was to emphasize the contribution of the association to research in computer-assisted instruction (CAI), in artificial intelligence, and in translation, terminology and documentation. S.C.

PLAN DE CLASSEMENT: E.A.O., E.I.A.O., A.P.O.  
INTELLIGENCE ARTIFICIELLE  
DIDACTIQUE DES LANGUES  
RECONNAISSANCE DE LA PAROLE - SYNTHÈSE DE LA PAROLE

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
ARTIFICIAL INTELLIGENCE  
LANGUAGE DIDACTICS  
SPEECH RECOGNITION - SPEECH SYNTHESIS

DESCRIPTEURS: SIMULATION; LINGUISTIQUE APPLIQUÉE; APPROCHE COMMUNICATIVE; PROGRAMME EAO

DESCRIPTORS: SIMULATION; APPLIED LINGUISTICS; COMMUNICATIVE APPROACH; CAI COURSEWARE

CONNOLLY, G., GIRARD, J.D., VOUE, S. (réd.) 29276

1986 Linguistique et informatique = Linguistics and Computers. In : Bulletin de l'ACLA = Bulletin of the CAAL. - Québec : Québec : ACLA/CAAL. 125 p. - OQLACI. - Ouvrage collectif : 22 cm (FRN, ANG)

Ce Bulletin de l'ACLA traite des applications de l'informatique à la linguistique appliquée. Sept articles touchant à ce domaine de recherche y ont été réunis: les chapitres 1) et 2) portent principalement sur l'élaboration de didacticiels; 3) traite de la didactique des langues secondes et de l'ordinateur; 4) et 5) abordent des problèmes fondamentaux en méthodologie du traitement du langage; 6) et 7) fournissent une bibliographie annotée sur l'E.A.O. Des comptes rendus de lecture sont regroupés à la fin. S.C.

This Bulletin of the CAAL deals with the applications of computers to applied linguistics. Among the subjects discussed are the following: the development of instructional software, second language teaching and computers, and basic methodological problems of language processing. An annotated bibliography on computer-assisted instruction is also given. Book reviews are to be found at the end of the issue. S.C.

PLAN DE CLASSEMENT: DIDACTIQUE DES LANGUES  
E.A.O., E.I.A.O., A.P.O.  
BIBLIOGRAPHIES  
ÉLABORATION DE DIDACTICIELS

SUBJECT CATEGORIES: LANGUAGE DIDACTICS  
C.A.I., C.A.L., I.C.A.I.  
BIBLIOGRAPHIES  
PREPARATION OF SOFTWARE

DESCRIPTEURS: LANGUE SECONDE; TRAITEMENT AUTOMATIQUE DES LANGUES NATURELLES; ANALYSE SYNTAXIQUE

DESCRIPTORS: SECOND LANGUAGE; NATURAL LANGUAGE PROCESSING; SYNTACTIC ANALYSIS

COTÉ, B. 28096

1984 Lire, écrire et compter avec Logo. - Québec français, no 56, déc., pp.34-37. - OQLA, OQLACI. - Article de périodique)

Ce texte essaie de communiquer en quoi l'ordinateur, en particulier avec LOGO, fournit un contexte très riche pouvant alimenter et stimuler, entre autres, les apprentissages dits de base. L'auteur décrit les activités qu'il a construites en utilisant le didacticiel LOGO, et explique comment son enfant a évolué face à l'ordinateur. Du point de vue des parents, LOGO se révèle un outil qui peut être façonné de multiples manières selon les intérêts et la créativité de chacun. Il n'est pas besoin d'attendre que des spécialistes fournissent des didacticiels tout faits, aux vertus éprouvées en laboratoire. A.L.

COTÉ, B. 28096 (suite)

PLAN DE CLASSEMENT: E.A.O., E.I.A.O., A.P.O.  
 SCIENCES COGNITIVES  
 ÉVALUATION DE LOGICIEL (DIDACTICIEL)  
 TECHNOLOGIE DE L'ENSEIGNEMENT

CRAVEN, M.-L., SINYOR, R. 28975

(1987) Linguistic Competence and Communicative Competence : Two Approaches Seen from a Computer-Assisted Language Learning (CALL) Perspective. - Toronto : York University - Department of Languages, Literatures and Linguistics. 18, 2 p. - OQLACI. - Document non-publié (ANG)

The widespread acceptance of communicative competence as a pedagogical approach to L2 teaching has not found its way into CALL literature or into L2 oriented computer software. This paper explains why currently available L2 software used as university level is predominantly linguistically oriented, why this type of software is still popular, and why it is difficult to generate communicative software. A number of suggestions are proffered for the improvement of current linguistically-oriented software and for the adaptation of some commonly used non-pedagogical software to communicate aims. Bibliography. A.A.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
 LANGUAGE DIDACTICS  
 PREPARATION OF SOFTWARE  
 AUTHOR SYSTEM

DESCRIPTORS: SECOND LANGUAGE; CALL SOFTWARE; COMMUNICATIVE APPROACH; CAI MODE  
 To appear in "York University's Working Papers on Second Language Teaching".

CRAVEN, M.-L., SINYOR, R. 33348

1987 A Recent Survey of Computer-Assisted Language Learning in Canadian Foreign Language Departments : Results and Implications. In : Proceedings of the International Conference on Computer Assisted Learning in Post-Secondary Education, Norrie, D. (ed.). - Calgary (Alta.) : University of Calgary, pp.253-255. - OQLACI. - Actes de colloque. - Learning in Future Education, Calgary, Alberta. (87.05.05. - 87.05.07.) : 27 cm (ANG)

This paper outlines the results of a survey distributed across Canada in 1985-1986 to 173 foreign-language departments querying 1) to what extent computers are used for L2 learning 2) what kinds of hardware and software are being used, and 3) whether students and faculty are satisfied using computers for language purposes. It was found that a significant number of Canadian authoring systems have been developed. The implications of the use of authoring systems to write drill and practice/tutorial software, and how this contributes to the continued emphasis on linguistic competence in L2 learning, are discussed. Among the survey results, five points are particularly reviewed: Canadian L2 CALL faculty, student's use of computers, hardware, CALL applications, and sources of courseware used in CALL faculty. M.A.A.

SUBJECT CATEGORIES: AUTHOR SYSTEM  
 C.A.I., C.A.L., I.C.A.I.  
 PREPARATION OF SOFTWARE  
 EDUCATIONAL TECHNOLOGY

DESCRIPTORS: FOREIGN LANGUAGES; CALL APPLICATION; CALL IMPLICATION; CANADA

CRAVEN, M.-L., SINYOR, R. 33356

1987 The Current Status of Canadian Call : "Nous sommes encore trop isolés dans nos universités respectives". - The Canadian Modern Language Review = La Revue canadienne des langues vivantes, vol. 43, no 3, March, pp.507-524. - OQLACI. - Article de périodique (ANG)

This article summarizes the findings of a survey the authors undertook in late 1985 and early 1986 to determine to what extent computers are used in Canadian universities for L2 teaching, what kind of hardware and software are being used, and whether instructors and students are satisfied using computers for languages. It also presents a review of Canadian-developed authoring systems. (Appendix that shows table of CALL courseware, courseware functions, and hardware used in Canadian universities is included, as well as a list of references.) R.M.



CRAVEN, M.-L., SINYOR, R. 33356 (suite)

PLAN DE CLASSEMENT: E.A.O., E.I.A.O., A.P.O.  
TECHNOLOGIE ET LANGAGES  
RECHERCHES EXPERIMENTALES, ETUDES ET DOCUMENTATION  
SYSTEME AUTEUR

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
TECHNOLOGY AND LANGAGES  
EXPERIMENTAL RESEARCH, SURVEY, STUDY AND DOCUMENTATION  
AUTHOR SYSTEM

DESCRIPTORS: SECOND LANGUAGE; COURSEWARE; CANADA

CURTIN, C., SHINALL, S. 28278

1984 Computer-Assisted Reading Lessons. - CALICO Journal, vol. 1, no 5, June, pp.12-16. - QQLACI.  
- Article de périodique (ANG)

A project in programming for learning at the University of Illinois illustrates several aspects of successful CAI in language teaching. In this project, individualization allows the students to determine their own rate, path, feedback, and schedule. Active practice and the privacy of the student is emphasized in these materials which leads to greater educational efficiency. In addition to the obvious benefits to the students, there is less student anxiety, greater motivation, and a greater feeling of success. Teachers using CAI can keep their students more to the task and still have time to engage in activities with their students to broaden their cultural foundation for language learning. CAI also allows the teacher to be more innovative and as a byproduct become more a part of the computer age. M.A.A.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
LANGUAGE DIDACTICS

DESCRIPTORS: READING; INDIVIDUALIZED LEARNING; FOREIGN LANGUAGES  
Title in the summary: Programming for Learning

DAUGE, C., RUARD, R. 28374

1983 Le programme BOB1 : Contribution de l'EAO à la formation des enseignants. - Les langues modernes, no. 1, pp.77-79. - QQLA. - Article de périodique (FRN)

L'objectif de ce programme est double: 1. apporter un complément de formation linguistique raisonnée dans le cadre de la formation initiale ou continue des professeurs d'anglais; 2. intéresser les futurs professeurs aux possibilités du micro-ordinateur en donnant, à l'occasion de chaque manipulation linguistique significative, un aperçu des opérations informatiques sous-jacentes. Il s'agit d'une recherche sur l'étude de la détermination en anglais, au niveau de l'enseignement supérieur. C'est à des maîtres en formation ou en recyclage que l'on s'adresse. Il s'inscrit dans la perspective d'une formation renouvelée, concrètement interdisciplinaire, prenant en considération le développement prévisible de l'EAO dans le système éducatif. R.M.

PLAN DE CLASSEMENT: DIDACTIQUE DES LANGUES  
E.A.O., E.I.A.O., A.P.O.  
FORMATION

DESCRIPTEURS: ANGLAIS LANGUE ÉTRANGÈRE; CULTURE INFORMATIQUE; LANGUES VIVANTES

DE MONTGOMERY, M.-P. 28895

1984 Vidéodisque, ordinateur et enseignement des langues : Le projet Montevideo de Brigham Young University. - Les Langues Modernes, vol. 78, no. 1, pp.45-58. - QQLACI. - Article de périodique (FRN)

L'article décrit en détail le projet Montevideo, première mondiale dans le domaine du vidéodisque pour l'enseignement des langues. Le vidéodisque, conçu à Brigham Young University, Utah, U.S.A., est la simulation du voyage d'un touriste américain dans une petite ville mexicaine. Il s'agit d'un environnement synthétique d'apprentissage de l'espagnol pour des élèves avancés. On décrit d'abord l'organigramme de la conception et de la réalisation du cours d'espagnol Montevideo, ensuite la graphie d'une séquence d'enseignement, enfin le couple ordonné compréhension/production des activités proprement linguistiques proposées à l'utilisateur du système. R.M.

DE MONTGOMERY, M.-P. 28895 (suite)

PLAN DE CLASSEMENT: ELABORATION DE DIDACTICIELS  
DIDACTIQUE DES LANGUES  
E.A.O., E.I.A.O., A.P.O.  
VIDÉODISQUE

SUBJECT CATEGORIES: PREPARATION OF SOFTWARE  
LANGUAGE DIDACTICS  
C.A.I., C.A.L., I.C.A.I.  
VIDEODISC

DESCRIPTEURS: ESPAGNOL LANGUE ÉTRANGÈRE; SIMULATION; ÉTATS-UNIS

DECOO, W. 28065

1985 Didacticiels langagiers et psychologie d'apprentissage : L'application de critères didactiques.  
- Belgique : Université d'Anvers. 21 p. - OQLACI. - Document non-publié. - L'ordinateur et  
l'éducation, Montréal, Québec. (85.11. - 85.11.) (FRN)

Face à la multiplicité des approches didactiques de l'enseignement des langues ainsi qu'aux différentes stratégies qu'offre l'EAO, quelle est la ligne de conduite à adopter pour le développement de didacticiels langagiers? Plusieurs options sont possibles mais toutes devraient satisfaire aux six exigences fondamentales suivantes: 1) atténuer l'opposition déduction-induction; 2) limiter les procédures d'évaluation au profit de la matière enseignée; 3) développer des formes d'intégration intermédiaires (d'apparition partielle ou totale des réponses; changement de l'ordre de séquence des exercices; usage du son; etc.); 4) renforcer les stratégies communicatives; 5) guider le choix des exercices de l'étudiant; 6) intégrer le didacticiel dans le processus global d'apprentissage (rôle du didacticiel par rapport aux manuels scolaires). M.J.

PLAN DE CLASSEMENT: ELABORATION DE DIDACTICIELS  
DIDACTIQUE DES LANGUES  
E.A.O., E.I.A.O., A.P.O.  
SCIENCES COGNITIVES

DESCRIPTEURS: STRATÉGIE EAO; PROCÉDURES D'ÉVALUATION  
Communication faite au congrès "L'ordinateur et l'éducation", Université McGill, Montréal, le 26 novembre 1985.

DECOO, W. 28068

1984 Didactic Formatting for Practice and Testing in Computer-assisted Language Instruction. In : Computer and Language Instruction : Applications of Interactive Technology, Decoo, W. (ed.). - Wilrijk (Belgium) : University of Antwerp - Department of Teacher Education, pp.65-92 (ABLA Papers ; 8). - OQLACI. - Ouvrage collectif (ANG)

Un processus d'apprentissage efficace demande que la formatisation didactique du matériel soit également étudiée, en particulier dans ELAO, où des interventions correctives rapides dans la structure de l'interaction ne sont pas possibles durant le processus d'apprentissage même. Cette formatisation didactique a trait à la composition et à la présentation de la matière à enseigner et des formes d'intégration et d'évaluation. Cet article étudie un nombre de critères pour l'efficacité des formes d'intégration et d'évaluation. A.A.

An efficient learning process asks that the didactic formatting of the materials is also studied, especially in CALI, where no immediate corrective interventions are possible in the structure of the interaction during the learning process itself. Didactic formatting deals with the design and presentation of course material and of practice and testing forms. This article studies a number of efficiency criteria for practice and testing forms. A.A.

PLAN DE CLASSEMENT: E.A.O., E.I.A.O., A.P.O.  
TESTING PAR ORDINATEUR  
TECHNOLOGIE DE L'ENSEIGNEMENT

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
COMPUTER ASSISTED TESTING  
EDUCATIONAL TECHNOLOGY

DESCRIPTEURS: FORMATISATION DIDACTIQUE

DECOO, W. 28068 (suite)

DESCRIPTORS: DIDACTIC FORMATTING

DECOO, W. 28072

1984 Bibliography on Computer-assisted Language Instruction. In : Computer and Language Instruction : Applications of Interactive Technology, Decoo, W. (ed.). - Wilrijk (Belgium) : University of Antwerp - Department of Teacher Education, pp.159-201 (ABLA Papers ; 8). - OOLACI. - Ouvrage collectif (ANG)

This bibliography, comprising forty-one pages, represents a large sample of the material which has been published about CALI since the early sixties. A fair number of publications dealing with computer-assisted instruction in general also deal with CALI, though usually rather briefly. These general publications have not been included. The bibliography does not deal specifically with computer-assisted acquisition of the mother tongue, nor with computer programs for the learning of initial reading and writing. The bulk of it represents American and English sources. In behalf of the databank of CALICO it is intended to prepare a bibliography on CALI in other countries. Before itemizing the books and the articles, the author gives a short section on some important journals. M.A.A.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
BIBLIOGRAPHIES

DELCOURT, C., DELCOURT-ANGÉLIQUE, J. 28066

1984 Identification, interprétation et correction des déficiences en langue maternelle à l'aide de l'ordinateur. In : Computer and Language Instruction : Applications of Interactive Technology, Decoo, W. (éd.). - Wilrijk (Belgium) : University of Antwerp - Department of Teacher Education, pp.9-28 (ABLA Papers ; 8). - OOLACI. - Ouvrage collectif (FRN)

Les auteurs présentent divers logiciels qu'ils utilisent pour lutter contre les déficiences linguistiques aux niveaux secondaire et universitaire. Il s'agit tantôt de réalisations classiques (STEP, etc.), tantôt de réalisations originales (modules pour l'enseignement assisté par ordinateur, etc.). R.A.

The authors present several programs which they use to deal with language problems in secondary school pupils and university students. These programs include well-known packages (STEP, etc.) but also original software (Computer Assisted Instruction modules, etc.). A.A.

PLAN DE CLASSEMENT: E.A.O., E.I.A.O., A.P.O.  
TECHNOLOGIE DE L'ENSEIGNEMENT

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
EDUCATIONAL TECHNOLOGY

DESкриТЕURS: MODULES EAO; DÉFICIENCES LINGUISTIQUES; LANGUE MATERNELLE

DESCRIPTORS: CAI MODULES; LANGUAGE PROBLEMS; FIRST LANGUAGE

DELCOURT-ANGÉLIQUE, J. VOIR DELCOURT, C. 28066

DEMAIZIÈRE, F. 28360

1983 Les questions que rencontre l'utilisateur de l'EAO. - Les langues modernes, no. 1, pp.11-26. - OOLA. - Article de périodique (FRN)

L'exposé, articulé autour de trois grandes séries de questions, essaie de définir la problématique de l'EAO en passant en revue les questions qui se posent à l'enseignant. En partant d'une approche globale de l'EAO, en se demandant ce qu'il peut apporter à l'apprenant, on le définit et on le situe par rapport aux différents domaines qui interviennent dans son développement: la relation possible entre EAO et informatique ou didactique des langues, le poids des intérêts publics et privés. Il ressort que c'est aux enseignants et aux spécialistes de la didactique des langues d'imposer leurs compétences, de s'informer quant à un échange didactique informatisé et de ne pas

DEMAIZIÈRE, F. 28360 (suite)

accepter aveuglément ce que l'informatique leur propose. R.M.

PLAN DE CLASSEMENT: DIDACTIQUE DES LANGUES  
E.A.O., E.I.A.O., A.P.O.  
FORMATION

DESCRIPTEURS: LANGUES VIVANTES; CULTURE INFORMATIQUE

DEMAIZIÈRE, F. 28611

1982 An Experiment in Computer Assisted Learning of English Grammar at the University of Paris VII.  
- Computer and Education, Vol. 6, no 1, pp.121-125. - OQLA. - Article de périodique (ANG)

The OPE (Ordinateurs pour Étudiants, Computers for Students) System was designed for Computer Assisted Learning (CAL) of English grammar and begun in 1969 at the University of Paris VII. Two authoring languages have been written that give the teacher a wide range of facilities, especially for the analysis of verbal answers. Two of the aims of the project were: 1. to try to link an experiment in CAL to more fundamental research in applied linguistics, and 2. to try to design CAL materials that would help the learners in any learning situation. For this second goal, the results are encouraging. Also, the reaction of both learners and teachers towards CAL sessions are generally positive. A.L.

SUBJECT CATEGORIES: AUTHOR SYSTEM  
C.A.I., C.A.L., I.C.A.I.  
LANGUAGE DIDACTICS  
SOFTWARE EVALUATION (ASSESSMENT)

DESCRIPTORS: CAL SYSTEM; COURSEWARE; ENGLISH AS A FOREIGN LANGUAGE; GRAMMAR; FRANCE

DEMAIZIÈRE, F. 33330

1986 L'enseignement assisté par ordinateur. - Paris : Ophrys. 569 p. (Autoformation et Enseignement Multimedia ; 1). - OQLACI. - Monographie : 24 cm. - ISBN 2-7080-0566-9 (FRN)

Cette étude se situe au point de rencontre de trois domaines: linguistique, didactique et enseignement assisté par ordinateur (EAO). Les thèmes tels que l'ordinateur et les langues naturelles et l'ordinateur et l'enseignement sont discutés. Les caractéristiques de l'échange en situation d'EAO sont abordées et, on examine la manière dont se constitue l'échange EAO afin d'adopter un point de vue plus spécifiquement didactique. Le choix méthodologique, les possibilités d'un système d'EAO et le choix d'un mode d'EAO préoccupent l'auteur ainsi que le déroulement séquentiel de la mise au point d'un didacticiel. Dans sa conclusion, l'auteur fournit quelques perspectives dont l'objectif est d'explorer la possibilité de faire évoluer l'EAO en dehors du cadre du langage-auteur. Bibliographie. R.M.

PLAN DE CLASSEMENT: E.A.O., E.I.A.O., A.P.O.  
DIDACTIQUE DES LANGUES  
SYSTÈME AUTEUR  
ÉLABORATION DE DIDACTICIELS

DESCRIPTEURS: LANGUES VIVANTES; SYSTÈME EAO; MODE EAO

DESROCHERS-BRAZEAU, A. 28184

1983 Jeux et simulations à l'école. - Québec français, no 50, mai, pp.76-78. - OQLA. - Article de périodique (FRN)

Avec l'ère de l'informatique sont arrivés les jeux électroniques, souvent bruyants et stressants. Mais le marché offre aussi de la marchandise informatique à caractère pédagogique (didacticiels...). Deux perspectives sont ouvertes: celle où l'enfant répond à des questions posées par l'ordinateur, et celle où l'enfant bâtit lui-même sa connaissance. Différents jeux du système LOGO adoptent cette deuxième perspective, et peuvent contribuer à stimuler et à développer les pouvoirs cognitifs de l'enfant, et l'amener à exploiter les multiples facettes du savoir. Cette démarche personnelle d'apprentissage conduit ordinairement l'enfant à poser "ses" questions à l'environnement, à l'explorer de façon directe, ou en cherchant dans des livres des compléments aux informations premières qui lui sont fournies. A.L.

DESROCHERS-BRAZEAU, A. 28184 (suite)  
 PLAN DE CLASSEMENT: LES JEUX LINGUISTIQUES  
 SCIENCES COGNITIVES  
 E.A.O., E.I.A.O., A.P.O.

DESCRIPTEURS: SIMULATION

DI VIRGILIO, P.S. 33355

1987 Pride and Prejudice in the Computer Industry : The Multicultural Future of Computer Assisted Learning. In : Proceedings of the International Conference on Computer Assisted Learning in Post-Secondary Education, Morrie, D. (ed.). - Calgary (Alta.) : University of Calgary, pp.99-106. - OQLACI. - Actes de colloque. - Learning in Future Education, Calgary, Alberta. (87.05.05. - 87.05.07.) : 27 cm (ANG)

What constitutes literacy in an electronic age? Restricted access to the electronic revolution restricts a cultural group's access to the future and frustrates their sense of freedom of will. With these facts in mind, the author embarked upon the establishing of a French Program in Micro-computing in the context of Continuing Studies. The object of the courses is only superficially the teaching of two office skills: behind the pretense is concealed the important task of engaging native French speakers in the use of French "computerese". The immediacy of the environment and diversion from the task of learning vocabulary make these courses an ideal vehicle for encouraging the passive assimilation of a French jargon. Ideally, this French "computerese" will facilitate the discovery of the authentic French applications of computer technology. The best way to prevent a new crisis in literacy is to model foreign computer jargon. M.A.A.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
 TRAINING

DESCRIPTORS: FRENCH; COMPUTER LITERACY; VOCABULARY

DOLBEC, J., LABELLE, F., MCCREESH, B. 25342

1985 Hercule Robot and Other Stories : Adapting the Adventure-Game to Computer-Assisted Language Learning. - Medium, vol. 10, no 1, Mar., pp.59-62. - OQLACI. - Article de périodique (ANG)

This article describes computer games to assist in the learning of French. The games involve simulation/adventure and are of the written conversation type. The conversation induced is context specific i.e. non-trivial and provision is made for practising spelling, the question form, prepositions, adverbs and adverbials of place while concentrating the student's attention on the adventure game. D.C.

SUBJECT CATEGORIES: BEHAVIOURIAL SCIENCES  
 C.A.I., C.A.L., I.C.A.I.  
 LINGUISTIC GAMES

DESCRIPTORS: FRENCH AS A FOREIGN LANGUAGE; SIMULATION

DUBREUIL, B. 28375

1983 Micros et périphériques audio-visuels. - Les langues modernes, no. 1, pp.80-83. - OQLA. - Article de périodique (FRN)

L'exposé traite des usages classiques et étendus en EAO et tente d'en chercher une meilleure utilisation. Les possibilités de traitement de texte et les possibilités "étendues" de transmission sont discutées, de même que les simulations "classiques" et "étendues" (par exemple à quoi pourrait correspondre un usage "étendu" de l'EAO des langues vivantes avec un vidéoprojecteur?). Enfin, l'auteur développe ce qu'il appelle l'idée de simulation d'expériences sur la signification, une idée de simulation de situations langagières, grâce à la possibilité qu'offrent les moyens audio-visuels de stocker un grand nombre de variations sur un même sujet et aux moyens informatiques d'accéder à ces variations. R.N.

PLAN DE CLASSEMENT: DIDACTIQUE DES LANGUES  
 E.A.O., E.I.A.O., A.P.O.  
 TRAITEMENT DE TEXTES

DESCRIPTEURS: SIMULATION; LANGUES VIVANTES; PÉRIPHÉRIQUES



DUBREUIL, B. 29373

1982 Possibilités et limites de l'ordinateur en tant qu'outil d'enseignement des langues vivantes.  
- Bulletin pédagogique, no. 80-81, nov., déc., pp.95-115. - OQLA. - Article de périodique (FRN)

L'article décrit les apports de l'ordinateur à l'enseignement des langues en les divisant en quatre catégories, accompagnées d'une description détaillée et de plusieurs exemples: l'ordinateur est vu comme a) un calculateur de mots ou de phrases b) un analyseur de réponses c) un auxiliaire d'évaluation d) un gestionnaire de terminaux audio-visuels. La majorité des enseignants seraient plus convaincus si les micro-ordinateurs réalisaient deux types de tâches: 1) les exercices d'entraînement, de soutien et d'auto-contrôle sur la morphologie 2) l'évaluation quantitative et le traitement de l'erreur. Les premières tâches sont difficiles à réaliser faute de moyens financiers; les deuxième se sont révélées possibles. En conclusion l'auteur souhaite que cette dernière possibilité de l'ordinateur, i.e. la capacité de se transformer en un outil pédagogique, convaincra la majorité des enseignants de l'intérêt qu'il peut avoir. R.M.

PLAN E CLASSEMENT: DIDACTIQUE DES LANGUES  
E.A.O., E.I.A.O., A.P.O.

DESCRIPTEURS: EXPLOITATION DE L'ORDINATEUR; LANGUES VIVANTES

DUBREUIL, B. 29374

1982 L'I.M.R.P. et les vidéodisques. - Bulletin pédagogique, no. 80-81, nov., déc., pp.116-126. - OQLA. - Article de périodique (FRN)

Après la description d'un vidéodisque probatoire, comportant quatre chapitres, chacun élaboré par une équipe différente et permettant d'explorer dans des directions variées les possibilités éducatives de l'appareil, l'auteur discute de l'emploi du vidéodisque dans le domaine des langues vivantes. Il donne ensuite des exemples de critères externes qui manifestent qu'un message est bien passé par la compréhension des consignes; il montre des possibilités d'explorer les différentes manières de donner des consignes pour chercher une phrase négative, interrogative, etc.. A partir d'autres exemples de vidéodisques existants, l'auteur suggère des applications pédagogiques. R.M.

PLAN DE CLASSEMENT: VIDÉODISQUE  
E.A.O., E.I.A.O., A.P.O.  
DIDACTIQUE DES LANGUES

DESCRIPTEURS: LANGUES VIVANTES

DUBUISSON, C., MEURRENS, M., VÉRA, M.T. 29402

1986 Élaboration d'un didacticiel de lecture. - Bulletin de l'ACLA = Bulletin of the CAAL, vol. 8, no 1, printemps, pp.7-22. - OQLACI. - Article de périodique (FRN)

Le présent article a pour objet de décrire les étapes de l'élaboration d'un didacticiel. Tout d'abord l'auteur décrit l'utilisation de l'ordinateur en situation de lecture et ensuite, comment et dans quel cadre théorique ont été effectués le choix du texte et celui de la situation elle-même. La relation entre l'activité de lecture et le type de didacticiel est présentée et l'importance de l'outil de médiation soulignée. Pour terminer, on donne un aperçu des possibilités du didacticiel. R.A.M.

The purpose of this article is to describe the steps followed in developing a teaching programme. First, the use of the computer in the teaching of reading is justified, then how, and in what theoretical framework, the text and reading situation were chosen. The relationship between the activity of reading and the type of programme is shown and the importance of a mediating tool is emphasized. The impact of preexperimentation is particularly stressed and it is explained how it is used in the mediation process. Finally, the possibilities of the teaching programme are outlined. A 4.

PLAN DE CLASSEMENT: ÉLABORATION DE DIDACTICIELS  
E.A.O., E.I.A.O., A.P.O.  
DIDACTIQUE DES LANGUES

DUBUISSON, C., MEURRENS, M., WERA, M.T. 29402 (suite)

SUBJECT CATEGORIES: PREPARATION OF SOFTWARE  
C.A.I., C.A.L., I.C.A.I.  
LANGUAGE DIDACTICS

DESCRIPTEURS: LECTURE

DESCRIPTORS: READING

DUCHASTEL, P. 29654

1986 ICAI Systems : Issues in Computer Tutoring. - Québec : Université Laval, Laboratoire d'intelligence artificielle en éducation. 16 p. (Document de recherche ; 86-06). - OQLACI. - Rapport (ANG)

The key advantage of ICAI over CAI is the flexibility in learning which it permits, made possible by the detailed modeling required in ICAI. The domain knowledge model in a system permits the derivation of a dynamic student model (what is known, not known, or incorrectly known at a given point in the learning session), which in turn is used by the tutorial model to fashion the on-going dialogue with the student. Different forms of knowledge (facts, causal models, skills) have led to different, and at times incompatible, tutorial strategies. At a general level, however, tutorial actions can be grouped into three functional forms: questioning, teaching, and motivating. Examples of tutorial principles used in current ICAI systems are provided. A.A.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
ARTIFICIAL INTELLIGENCE  
EDUCATIONAL TECHNOLOGY

DESCRIPTORS: ICAI SYSTEM; COMPUTER TUTORING

DUCHASTEL, P. 29656

1986 Intelligent Computer-Assisted Instruction Systems : The Nature of Learner Control. - Québec : Université Laval, Laboratoire d'intelligence artificielle en éducation. 14 p. (Document de recherche ; 86-03). - OQLACI. - Rapport (ANG)

Learner control, which is contrary in spirit to the design philosophy underlying traditional CAI systems, is an important feature of most intelligent computer assisted instruction (ICAI) systems, as revealed through the learning dialogues they support. Such learner control is made possible by the natural language interface and the type of knowledge base incorporated in these systems. Such systems, it is argued, because they enable unplanned interactions with the learner and capitalize on student curiosity and motivation, can attain a much finer grain of individualization than traditional CAI systems can. The conceptual and affective requirements of instructional adaptation indicate the desirability of substantial learner control as well as the potential danger of overly strong tutorial guidance. A.A.

SUBJECT CATEGORIES: EDUCATIONAL TECHNOLOGY  
C.A.I., C.A.L., I.C.A.I.  
ARTIFICIAL INTELLIGENCE

DESCRIPTORS: INDIVIDUALIZED LEARNING; LEARNER CONTROL; NATURAL LANGUAGE INTERFACE; ICAI SYSTEM

Cet article paraît dans la revue "Journal of Educational Computing Research", vol. 2 (3), 1986

DUCHASTEL, P., IMBEAU, J. 29657

1986 Intelligent Computer-Assisted Instruction (ICAI) : Flexible Learning through Better Student-Computer Interaction. - Québec : Université Laval, Laboratoire d'intelligence artificielle en éducation. 10 p. (Document de recherche ; 86-05). - OQLACI. - Rapport (ANG)

Intelligent computer assisted instruction (ICAI) uses artificial intelligence techniques to imitate in computer form the power of human tutorial processes. Its major technical features are the use of a modularized knowledge base instead of CAI's textual scripts, and the ability to interpret the student's statements and questions expressed in natural English. These features make ICAI systems extremely flexible and allow the student much greater learner control of the interaction than is traditionally possible in CAI. Other major elements of an ICAI system are an extensive model of

DUCHASTEL, P., IMBEAU, J. 29657 (suite)

the student and an explicit model of the tutoring process. Our research on the development of GEO, an ICAI system which interacts with students in the area of geography is briefly described. Finally, the nature of this new technology is discussed in terms of its potential influence on university teaching and learning, especially in terms of our conception of learning. A.A.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
ARTIFICIAL INTELLIGENCE  
EDUCATIONAL TECHNOLOGY

DESCRIPTORS: LEARNER CONTROL; ICAI S.; EM; COMPUTER TUTORING  
Communication présentée à la "Twelfth International Conference on Improving University Teaching, Heidelberg, Allemagne, 1986"

DWANE, M., PARADIS, A., THIBAUDEAU, M. 28310

1970 Projet de recherche pour l'enseignement du français par ordinateur à l'intention des immigrants. - (s.l.) : Centre expérimental d'enseignement automatisé - Ministère de l'Éducation. 45 p. - GQLACI. - Monographie (FRN)

En plaçant l'objectif "parler" comme l'élément fondamental d'une recherche en méthodologie de l'enseignement du français (comme langue parlée) aux immigrants, ce projet vise la programmation de la langue française (l'enseignement du français assisté par ordinateur). Parmi les points soulevés, considérés comme indispensables, figurent la répétition et l'intégration du matériel audio-visuel. Ce schéma expérimental comprend six objectifs principaux: 1. proposer des éléments de solution au problème de l'enseignement du français aux immigrants du Québec; 2. réaliser quelques cours en EAO; 3. étudier les problèmes théoriques et pratiques que pose l'introduction des méthodes analytiques de l'ins' n programmée; 4. étudier les différentes approches possibles d'un enseignement secondé par ordinateur; 5. évaluer la rentabilité pédagogique; 6. formuler quelques recommandations. R.N.

PLAN DE CLASSEMENT: DIDACTIQUE DES LANGUES  
E.A.O., E.I.A.O., A.P.O.  
RECHERCHES EXPÉRIMENTALES, ÉTUDES ET DOCUMENTATION

DESCRIPTEURS: LANGUE PARLÉE; FRANÇAIS LANGUE ÉTRANGÈRE (ACCUEIL)

EDDY, P.A. VOIR AOKI, P.K. 28044

EISELE, J.E. 28419

1984 Instructional Computing : Computers and Learning: Some Needed Research. - Educational Technology, vol. 24, no. 1, Jan., pp.34-35. - GQLA. - Article de périodique (ANG)

What is the real value of the use of the computer in learning? Answers to the following fundamental questions, and to others which will be asked, will provide guidelines for improving present computer-based systems. 1. How well can individuals learn from computer programs? 2. What can be learned best from computers? 3. How does computer-use for learning influence other learning variables? 4. What learning "by-products" result from learning by computer? 5. Are there certain personality characteristics which correlate with learning by computer? 6. How does the use of computers for learning affect attitudes towards learning and other related concepts? 7. What benefits are to be gained by learning about computers? R.M.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
COGNITIVE SCIENCES

DESCRIPTORS: COMPUTER LITERACY

ELLIOTT, A.C. 20439

1985 The Role of CALL as a Teacher's Computer Language. - Collegiate Microcomputer, vol. 3, no. 1, Feb., pp.39-43. - GQLA. - Article de périodique (ANG)



ELLIOTT, A.C. 29439 (suite)

Colleges and universities are now addressing the issue of using microcomputers as instructional tools. Before microcomputers can be used effectively, the faculty must become computer literate. To accomplish this, computers and appropriate software must be made available to the instructors. CALL (Computer Assisted Learning Language) is a "teacher's language" which is a part of a plan being considered at Southern Methodist University to bring instructors into computer literacy, and to help implement the use of microcomputers as an instructional aid in a broad range of disciplines. A.A.

SUBJECT CATEGORIES: LANGUAGE DIDACTICS  
C.A.I., C.A.L., I.C.A.I.  
EDUCATIONAL TECHNOLOGY  
TRAINING

DESCRIPTORS: COMPUTER LITERACY; CAI IMPLEMENTATION

EMIRKAMIAN, L., BOUCHARD, L. 28081

1985 Conception et réalisation d'un didacticiel sur les pronoms personnels. - L'APOP, vol. 3, no. 3, mars, pp.10-13. - OQLACI. - Article de périodique (FRN)

L'objectif est de créer des didacticiels destinés aux enfants du deuxième cycle du primaire afin de leur faciliter l'apprentissage du français. Avec l'aide de l'ordinateur, on veut vérifier l'hypothèse selon laquelle l'enfant s'approprie plus facilement certains phénomènes syntaxiques quand on lui propose, parallèlement à des activités de manipulations de structures, des activités qui l'amènent à réfléchir sur le fonctionnement de la langue. On présente un problème syntaxique, celui des pronoms personnels clitiques (ceux qui sont entièrement liés au verbe), on décrit le didacticiel, on examine certains aspects de la programmation et on discute l'expérimentation en cours. Le didacticiel comprend trois parties: leçon, exercices et test. La démarche s'inscrit dans la tendance des logiciels "intelligents". R.M.

PLAN DE CLASSEMENT: E.A.O., E.I.A.O., A.P.O.  
DIDACTIQUE DES LANGUES  
ÉLABORATION DE DIDACTICIELS  
LINGUISTIQUE FORMELLE

DESCRIPTEURS: FRANÇAIS LANGUE MATERNELLE; PARTIES DU DISCOURS; SYNTAXE

FITER, B. 28661

1983 Vocabulaire : Pour apprendre des listes de mots. - Micro-Systèmes, no. 28, févr., pp.105-106. - OQLACI. - Article de périodique (FRN)

L'article est une présentation d'un petit programme écrit en Basic, Pédagogie Vocabulaire, ayant pour but l'étude du vocabulaire d'une langue étrangère. Ce programme aidera l'utilisateur dans son apprentissage en lui demandant de traduire une liste de mots et en notant ses réponses. Bien que conçu pour un ordinateur TRS 80 mod III, il peut être exécuté sur pratiquement tous les micro-ordinateurs disposant des fonctions DATA, READ et RESTORE. Le vocabulaire étudié est l'anglais, mais le programme peut facilement s'adapter à une autre langue. De même, si le choix des mots ne correspond pas aux besoins de l'utilisateur celui-ci peut modifier le programme en suivant les instructions fournies à cette fin par l'auteur. M.B.

PLAN DE CLASSEMENT: E.A.O., E.I.A.O., A.P.O.  
TECHNOLOGIE DE L'ENSEIGNEMENT  
DIDACTIQUE DES LANGUES

DESCRIPTEURS: ANGLAIS LANGUE ÉTRANGÈRE; VOCABULAIRE; LANGUES ÉTRANGÈRES

FOX, J. 29578

1982 Computer Assisted Learning and Language Teachers. - British Journal of Language Teaching, vol. 20, no. 2, Summer, pp.89-92. - OQLA. - Article de périodique (ANG)

FOX, J. 29578 (suite)

The article focuses on the use of computers in language teaching (drill and practice exercises, reading comprehension, games and simulations) and on the implications of CAL for the language teaching profession. It is concluded that CAL techniques will probably play an increasing role in language courses and that language teachers should try to learn those techniques and the control that this knowledge will bring. R.M.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
LANGUAGE DIDACTICS

DESCRIPTORS: CAI MODE; FOREIGN LANGUAGES; COMPUTER LITERACY

FREY, G. 25044

1984 Computer-Assisted Testing for the Tests, Measurement and Evaluation Division. - Medium, vol. 9, no. 3, Dec., pp.143-145. - OQLACI. - Article de périodique (ANG)

The specific objective of this article is to answer the following questions: What are the capabilities of the Language Training Program Branch with respect to CAT? What kind of testing functions can be adapted to CAT? What kind of programs are already on the market? What is the need for CAT? The author responds briefly to these questions, keeping in mind the specific requirements of the LTPB. He concludes that although language-training specialists agree that CAL is not a panacea for solving language-learning problems, it can enhance a training program, especially when use is made of the computer's advantages. R.M.

SUBJECT CATEGORIES: COMPUTER ASSISTED TESTING  
TEACHING PROGRAMS  
C.A.I., C.A.L., I.C.A.I.  
TRAINING

DESCRIPTORS: LANGUAGE LEARNING PROBLEMS; CANADA  
Special issue on Computer-Assisted Language Learning

FRIZOT, D. VOIR JANITZA, J. 28361

FRIZOT, D. VOIR CHOUVET, L. 28373

FRIZOT, D. 28400

1983 Ordinateurs, machines à corriger ou machines à se corriger? : Une application de l'EAO à l'étude de l'anglais. - Les langues modernes, no. 1, pp.65-72. - OQLACI. - Article de périodique (FRN)

L'exposé décrit les avantages qui découlent de l'EAO: a) la possibilité d'effectuer un diagnostic rapide et complet des connaissances syntaxiques individuelles des élèves en début d'année scolaire; b) le feedback immédiat, la rigueur et la méthode acquises; c) la participation des élèves à la découverte des modèles linguistiques. Il ressort que l'EAO permet de mieux connaître et comprendre le profil linguistique des élèves et de leur donner un outil d'auto-évaluation et d'apprentissage. Il est particulièrement efficace dans les domaines où l'erreur est fréquente, parce qu'il permet de traiter celle-ci autrement que par les méthodes traditionnelles d'enseignement. R.M.

PLAN DE CLASSEMENT: E.A.O., E.I.A.O., A.P.O.  
DIDACTIQUE DES LANGUES

DESCRIPTEURS: ANGLAIS LANGUE ÉTRANGÈRE; EXPLOITATION DE L'ORDINATEUR

FRIZOT, D. 28465

1981 Teaching English with Computer Assisted Learning. In : Computers in Education, Lewis, R. & Tagg, E.D. (ed.). - New-York : North-Holland Publishing, pp.93-97. - OQLA. - Actes de colloque. - World Conference on Computers in Education (3rd), Lausanne, Switzerland. (81.07.27. - 81.07.31.). - ISBN 0-444-86255-2 (ANG)

FRIZOT, D. 28465 (suite)

This paper describes three years of experience with CAL applied to teaching English in a French secondary school. CAL gives to a class the common working knowledge of the basics and it helps with the diagnosis of the student's profile which is necessary for a correct prognosis. Students have a more tangible proof of their day to day improvement. Special emphasis is given to the developing of specific language skills (reading, memorizing, writing), and to new applications of CAL in the future. Some attention is given to testing and evaluation. CAL is compared to other teaching techniques and examples of combined utilizations of CAL with aural-oral and audio-visual methods are given. Time-sharing makes it possible to redefine the responsibilities given to teachers and students. Students' work is tested individually, simultaneously, instantly and adequately. Model building approaches to the study of foreign languages are suggested. M.A.A.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
LANGUAGE DIDACTICS  
EDUCATIONAL TECHNOLOGY  
COMPUTER ASSISTED TESTING

DESCRIPTORS: ENGLISH AS A FOREIGN LANGUAGE; CALL APPLICATION; LANGUAGE SKILLS; PERIPHERALS

GATT-RUTTER, J. 28434

1973 Italian Audio-Lingual and Audio-Visual Working-Conference. - System, Vol. 1, no 2, May, pp.11-13. - OQLA. - Article de périodique (ANG)

The aim of this project concerning language teaching is threefold: 1) to simplify the marking of tests in grammar and lexis 2) to aid frequent evaluation within the group 3) to aid and encourage the individual student to diagnose and remedy his deficiencies recurrently throughout the course. The hardware used for the purpose is a Datronics 5500 optic reader. This is a simple machine, programmed with a correct answer sheet, which marks the tests by indicating the wrong answers and printing the total correct. Considerations are given on the prices and advantages (specifications) of the Datronic. Both teachers and students appreciated the scheme and there is a considerable demand for its extension. A.L.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
EDUCATIONAL TECHNOLOGY  
LANGUAGE DIDACTICS

DESCRIPTORS: ITALIAN AS A FOREIGN LANGUAGE; AUDIO-LINGUAL; AUDIO-VISUAL; ERROR CORRECTION

GEENS, D. 28071

1984 Theorievorming en een geïntegreerde benadering van het computer-gestund vreemde-talenonderwijs. In : Computer and Language Instruction : Applications of Interactive Technology, Decoo, W. (réd.). - Wilrijk (Belgium) : University of Antwerp - Department of Teacher Education, pp.139-157 (ABLA Papers ; 8). - OQLACI. - Ouvrage collectif (FLA)

L'intégration de l'ordinateur dans l'enseignement devrait avoir pour résultat une amélioration qualitative de l'enseignement, ce qui devient possible en élargissant l'angle de vue des objectifs en ALAO (apprentissage des langues assisté par ordinateur). Il est indispensable que les programmes ALAO soient développés de façon multidisciplinaire. Le besoin d'une théorie adéquate est évident: la littérature scientifique contient un grand nombre de descriptions de programmes et systèmes, mais il y manque une théorie cohérente, qui devrait mettre l'accent sur les aspects didactiques plutôt que sur l'informatique. Ceci implique que l'apprentissage cognitif devra être examiné attentivement. Certains modèles, déjà développés dans le domaine de l'intelligence artificielle, pourraient servir de représentation interne à un système ALAO. En outre, un élément typique et important de l'ALAO concerne la qualité de l'interaction homme-machine. R.A.

Integration of computers in FLL should result in a real improvement of educational quality; it is indispensable to this end that CALI has a wider scope than traditional programmed instruction. This can be ensured by means of a multidisciplinary realization of CALI systems; the need for an adequate theory is considerable though, since most publications in the field are rather descriptions of programs and systems than reflections on theoretical options. Primarily the pedagogical aspects should be stressed, instead of computer science, which implies that cognitive learning should be a factor to be examined in view of a coherent theory. To this end certain models borrowed from A.I. can be redeveloped for CALI. Another typical and often under-estimated element of CALI concerns the quality of man-machine interactions, an aspect which deserves still more examination. A.A.

GEENS, D. 28071 (suite)

PLAN DE CLASSEMENT: E.A.O., E.I.A.O., A.P.O.  
DIDACTIQUE DES LANGUES  
SCIENCES COGNITIVES  
INTELLIGENCE ARTIFICIELLE

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
LANGUAGE DIDACTICS  
COGNITIVE SCIENCES  
ARTIFICIAL INTELLIGENCE

DESCRIPTEURS: INTERACTION USAGER-MACHINE; SYSTÈME EAO; INTÉGRATION DE L'ORDINATEUR

DESCRIPTORS: CALL INTEGRATION; CALL SYSTEM; USER-MACHINE INTERACTION

GILBERT, J. 28309

1984 Les langages-auteurs et la production de didacticiels. - L'APOP, vol. 11, no. 4, Sept., pp.23-27. - OQLACI. - Article de périodique (FRN)

Il est question d'abord de l'avenir des APO (selon l'intérêt des professeurs, ceci en fonction de la qualité des didacticiels) et des sources d'approvisionnement. L'auteur fait un survol de l'évolution des langages-auteurs, l'intérêt qu'ils suscitent, l'expérience de la complexité de la programmation avec un langage évolué (la méconnaissance et les appréhensions diverses) et de la publicité relative aux langages-auteurs. Ensuite on décrit les différentes phases de la création d'un didacticiel: a) la conception, b) l'informatisation ou la codification, c) la production de documents d'accompagnement, complétée par une phase de suivi. L'utilité des langages-auteurs dépend du type de didacticiel qu'on veut élaborer. Mais il ne faut pas se leurrer quant à l'ampleur des applications des langages-auteurs. Enfin, on mentionne la création d'un comité langages-auteurs, sa composition, son origine et ses intentions. R.M.

PLAN DE CLASSEMENT: TECHNOLOGIE ET LANGAGES  
E.A.O., E.I.A.O., A.P.O.  
ÉLABORATION DE DIDACTICIELS  
SYSTÈME AUTEUR

GIRARD, J.D. (réd.) VOIR CONNOLLY, G. (réd.) 29276

GLEASON, G.T. 29586

1981 Microcomputers in Education : The State of the Art. - Educational Technology, vol. 21, no. 3, Mar., pp.7-18. - OQLA. - Article de périodique (ANG)

The author presents his perspectives on the state of the art of instructional technology, more specifically on CAI and microcomputer applications. The article is divided into five sections concerning: 1. hardware, 2. software, 3. computer literacy, 4. research, 5. the future. The summaries provided in each section discuss: 1. the emergence of networks (i.e. a time-shared system) 2. the need to conduct impartial reviews and evaluation of CAI programs; 3. the need to incorporate computer literacy experiences into the requirements for prospective teachers; 4. investigation of what are the most effective CAI strategies; 5. the development of voice recognition, speech generation functions and change of the concept of learning, etc. R.M.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
EDUCATIONAL TECHNOLOGY  
SOFTWARE EVALUATION (ASSESSMENT)  
PREPARATION OF SOFTWARE

DESCRIPTORS: COMPUTER LITERACY; CAI INTEGRATION; CAI STRATEGY; COMPUTER APPLICATION

GODFREYSON, J. 28886

1984 Computer Aided Learning in the Educational Environment. - ECOO Newsletter, vol. 5, no. 1, Mar., pp.20-23. - OQLACI. - Article de périodique (ANG)

The purpose of this paper is to examine the instructional uses of computers with specific emphasis on the area of educational games and simulations. The characteristics and usefulness of this type of courseware are reviewed; then the problems and directions of six CAI modes are discussed. To prove the effectiveness of CAI, considerable investigation is still required as regards the concern that CAI methods will result in a dehumanizing influence. This may be true of some types of CAI but not for simulation activities. The author concludes that computer technology, in order to be used as an effective resource, will have to be integrated into classroom activities, and that software development will solve some of the present problems. R.M.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
EDUCATIONAL TECHNOLOGY  
LINGUISTIC GAMES

DESCRIPTORS: CAI MODE; COURSEWARE; CAI IMPLEMENTATION; SIMULATION

GREENE, T. 25041

1984 Non-Software Use of Software in the ESL Classroom. - Medium, vol. 9, no. 3, Dec., pp.127-130. - OQLACI. - Article de périodique (ANG)

The purpose of this paper is to outline in a general way the objectives of and procedures for the use of computers and computer software in the ESL classroom. This use is based on the premise that the computer's greatest potential is its ability to generate group activity and that this ability should be the main focus of designing and creating activities for language learners. The first part of the paper outlines briefly the role that software programmers currently play in the design and use of software. The second part presents the apparent restrictions of software use as perceived by the teacher. Finally, a set of procedures and objectives is described that might help clarify what sort of group activity is possible and how it might be organized with the help of an expert user who is also a teacher. H.A.A.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
LANGUAGE DIDACTICS  
PREPARATION OF SOFTWARE

DESCRIPTORS: ENGLISH AS A SECOND LANGUAGE; COURSEWARE INTEGRATION; GROUP ACTIVITY  
Special Issue on Computer-assisted Language Learning

GRÉGOIRE, J. 25030

1984 L'informatique à la Direction générale du Programme de la formation linguistique : L'état de la question = Computers in the Language Training Program Branch : Where Do We Stand?. - Medium, vol. 9, no. 3, déc., pp.41-59. - OQLACI. - Article de périodique (FRN, ANG)

Il s'agit d'abord d'une réflexion relative aux avantages de l'ordinateur dans l'enseignement des langues secondes en général, et en particulier au sein de la D.G.P.F.L. On tente ensuite de voir où se situe l'organisme dans ce domaine. L'utilisation de banques de données et de logiciels reliés à la formation professionnelle ouvre des perspectives intéressantes quant à l'apprentissage de la langue de travail; l'ordinateur est un médium pertinent pour le développement de la communication. Ceci dit, de nombreuses questions d'ordre pragmatique et théorique se posent, montrant que la D.G.P.F.L. est présentement dans une phase de recherche de documentation et de contacts avec l'extérieur. On souligne le besoin d'information du personnel enseignant. L'auteur termine en disant "oui à l'implantation de l'ordinateur à la D.G.P.F.L. mais pas n'importe comment". R.M.

The author deals with the benefits of computers in second language teaching, the pragmatic and theoretical questions which must be asked before making this technology a part of teaching activities, and the steps taken in this direction by the LTPB (Language Training Program Branch). The use of data banks and software related to occupational training in departmental training directorates opens interesting prospects for students learning their working language. The LTPB is currently in a research, documentation and outside contact phase. It is concluded that computers should be implemented in the LTPB, but not haphazardly. An annotated bibliography with regard to CAI is attached. S.C.



GRÉGOIRE, J. 25030 (suite)

PLAN DE CLASSEMENT: FORMATION  
 DIDACTIQUE DES LANGUES  
 E.A.O., E.I.A.O., A.P.O.  
 BANQUES DE DONNÉES

SUBJECT CATEGORIES: TRAINING  
 LANGUAGE DIDACTICS  
 C.A.I., C.A.L., I.C.A.I.  
 DATA BANKS

DESCRIPTEURS: LANGUE DE TRAVAIL; LANGUE SECONDE; CANADA

DESCRIPTORS: WORKING LANGUAGE; SECOND LANGUAGE; CANADA

GUILLIEN, M., REDON, M. 28386

1983 Des enseignants du secondaire face à l'enseignement assisté par ordinateur. - Les langues modernes, no. 1, pp.57-62. - OQLA. - Article de périodique (FRN)

L'exposé fait part d'une certaine conception de l'EAO que l'équipe a définie. L'enseignement des langues, tel qu'il est conçu au DIREL (Département Interdisciplinaire de Recherche sur l'Enseignement des langues), est une approche analytique et explicative, qui s'appuie sur la théorie des opérations énonciatives. Le type de réflexion du DIREL est particulièrement bien adapté à l'EAO, quand on dispose d'un système comme celui de l'OPE (Ordinateur pour Enseignement) avec lequel l'équipe a travaillé au départ afin de se familiariser avec un langage auteur. On décrit la méthode de travail de façon détaillée ainsi que les deux types de didacticiels auxquels l'équipe travaille actuellement. R.M.

PLAN DE CLASSEMENT: DIDACTIQUE DES LANGUES  
 E.A.O., E.I.A.O., A.P.O.  
 SYSTÈME AUTEUR

DESCRIPTEURS: LANGUES VIVANTES

HABERBECK, R. 33347

1987 A Contextsensitive (sic) Computer Assisted Language Learning System. In : Proceedings of the International Conference on Computer Assisted Learning in Post-Secondary Education, Morrie, D. (ed.). - Calgary (Alta.) : University of Calgary, pp.125-128. - OQLACI. - Actes de colloque. - Learning in Future Education, Calgary, Alberta. (87.05.05. - 87.05.07.) : 27 cm (ANG)

This paper presents the architecture of a contextsensitive computer-assisted language learning system (CON-CALL), which can be used to learn and rehearse the production of well formed sentences. The system consists of a parser and an expert system. An Integrational Grammar will drive a word expert parser. The expert system will analyze the parsed sentence. If there are any mistakes in the sentence the expert system will help the learner to correct the mistakes and to produce a well formed sentence that is grammatically correct. The teacher may modify the syntactical types of sentences and the set of basic word forms by a user friendly interface. Also described is the concept from Artificial Intelligence that will be used for the development of the CON-CALL system. M.A.A.

SUBJECT CATEGORIES: EXPERT SYSTEM  
 COMPUTATIONAL LINGUISTICS  
 LANGUAGE DIDACTICS  
 C.A.I., C.A.L., I.C.A.I.

DESCRIPTORS: PARSING; CALL SYSTEM; ERROR CORRECTION

HARDIN, G. VOIR JANITZA, J. 28361

HARROFF, S. 28619

1986 A Microworld for Second-Language Acquisition. - CALICO Journal, Vol. 3, no 3, Mar., pp.31-33.  
 - OQLACI. - Article de périodique (ANG)

The integration of computers into our language laboratories must involve rethinking the concept of the laboratory as a setting for experimentation to include the fields of experimentation with linguistic concepts, with culture, and with language acquisition. This article describes a German-language microworld for fostering language acquisition--for learning a computer language through a natural language. "INFORMATIK I" is a course on the nature of language, on CAI, and on the programming language, SuperPILOT, a course in which German is the medium for communicating and learning. Following the course description is that of a disk-based tutorial on the instruction set of SuperPILOT. This tutorial reflects the premise of the course, that experimentation fosters comprehension, and includes a series of laboratory experiments for students to complete--all couched in German. A.A.

SUBJECT CATEGORIES: LANGUAGE DIDACTICS  
 C.A.I., C.A.L., I.C.A.I.  
 TECHNOLOGY AND LANGUAGES

DESCRIPTORS: GERMAN AS A SECOND LANGUAGE; LANGUAGE ACQUISITION; LANGUAGE LAB; COMPUTER IMPLEMENTATION

HENDRICKS, H., BENNION, J.L., LARSON, J. 28287

1983 Technology and Language Learning at BYU. - CALICO Journal, Vol. 1, no 3, Dec., pp.23-30, 46.  
 - OQLACI. - Article de périodique (ANG)

The article describes the efforts to apply high technology to the teaching and learning of language at BYU. Three departments are primarily involved. 1. The Learning Resource Center with its audio and visual equipment, courseware and other resources, offers courses on the TICCIT Computer System (facilities for six languages). 2. The McKay Institute of Education is working with videodiscs and associated technology (Montevidisco). 3. The Humanities Learning Resource Center provides an Apple Language Lab, and other facilities such as a large screen video projector, a special teacher training station, and a microcomputer lab for languages. The authors emphasize the importance of seeking new and more effective ways of using the resources mentioned, and of developing courseware to use with present and future technology. R.M.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
 EDUCATIONAL TECHNOLOGY  
 CENTERS, SCHOOLS, ASSOCIATIONS  
 LANGUAGE DIDACTICS

DESCRIPTORS: FOREIGN LANGUAGES; LEARNING RESOURCES

HERBERT, P.A. 29726

1985 Chinese Computing and the CAI Language Course "Chinese for Today". In : Computers in Literary and Linguistic Computing = L'ordinateur et les recherches littéraires et linguistiques, Hamesse, J. & Zampolli, A. (ed.). - Paris, Genève : Champion, pp.239-245 (Proceedings of the International Conferences of the Association for Literary & Linguistic Computing ; 1). - OQLA. - Actes de colloque. - International Conference of the ALLC, Eleventh / Conférence internationale de l'ALLC, onzième, Louvain-la-Neuve, Belgium. (84.04.02. - 84.04.06.) : 22 cm. - ISBN 2-05-100703-9 (ANG)

This article deals with the major technical and linguistic problems of Chinese computing. These problems are directly involved with the attempts to devise Chinese CAI programs and are related to the Chinese language itself, i.e., the script or the phonetic aspects, for example. A draft course outline, including cultural topics, and the type of material in each lesson (both instruction and tests) has been developed. Exercises were also designed to introduce cultural concepts, in an attempt to show how Chinese culture affects Chinese language and vice versa. J.G.

PLAN DE CLASSEMENT: LINGUISTIQUE FORMELLE  
 DIDACTIQUE DES LANGUES  
 E.A.O., E.I.A.O., A.P.O.



HERBERT, P.A. 29726 (suite)

SUBJECT CATEGORIES: FORMAL LINGUISTICS  
LANGUAGE DIDACTICS  
C.A.I., C.A.L., I.C.A.I.

DESCRIPTORS: CHINESE AS A FOREIGN LANGUAGE; CULTURAL CONCEPTS; CAI COURSEWARE

HIGGINS, J. 28033

1984 Reading and Risk-Taking : A Role for the Computer. - ELT Journal, vol. 38, no 3, July, pp.192-198. - QQLA. - Article de périodique (ANG)

This article discusses the skills of prediction and hypothesis-formation which are used by the expert reader, as well as the techniques which may be used to develop these skills among EFL learners. It goes on to describe a computer exercise which invites the learner to identify the source of a piece of text from a randomly chosen fragment. Initially the fragment is only one word long, but the student can open a "window" on it to take in more of the context, until he or she is ready to make a guess. The article goes on to describe the scoring system, the relationship between the language level of the learner and the selection of texts on which the computer draws, and possible developments and extensions to the program. M.A.A.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
EDUCATIONAL TECHNOLOGY  
LANGUAGE DIDACTICS

DESCRIPTORS: ENGLISH AS A FOREIGN LANGUAGE; READING SKILLS

HIGGINS, J. 29585

1985 Grammarland : A Non-directive Use of the Computer in Language Learning. - ELT Journal, vol. 39, no. 3, July, pp.167-173. - QQLA. - Article de périodique (ANG)

This article looks at three characteristics of traditional formal approaches to language learning: discrete treatment of isolated steps in a linear syllabus; concern with scoring and numerical evaluation; and the use of convergent language and discourse which lacks uncertainty of outcome. It then describes the use of a group of dialogue-simulator programs which, while focusing on a limited set of language forms, seek to reverse these three attributes and to create a friendly practice environment. The programs, under the collective name of Grammarland, generate questions, find answers to questions, obey commands or assimilate new knowledge, all within a highly restricted framework of discourse relating to a graphic display. A.A.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
LANGUAGE DIDACTICS  
FORMAL LINGUISTICS

DESCRIPTORS: CAI SYSTEM (NON DIRECTIVE); DIALOGUE-SIMULATOR PROGRAM; LEARNING ENVIRONMENT

HOCH, F.S. 28270

1985 Computer Literacy and the Foreign Language Teacher. - CALICO Journal, vol. 3, no 1, Sept., pp.17-18, 32. - QQLACI. - Article de périodique (ANG)

The article discusses the problems inherent in making teachers computer literate. It then describes a staff development program for foreign language teachers at the North Carolina Department of Public Instruction. The program introduces them to the potential of CAI for foreign language instruction by providing hands-on experience with the computer which is directly applicable to this instructional area. The results of staff development are: teachers become knowledgeable about the potential as well as the limitations of the computer as an aid to instruction; they work with available software, learn to review it, and are better prepared to decide what kind of software to purchase. R.M.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
TRAINING

DESCRIPTORS: FOREIGN LANGUAGES; COMPUTER LITERACY; U.S.A.

HOLMES, G. 28092

1984 The Computer and Limitations. - Foreign Language Annals, vol. 17, no. 4, Sept., pp.413-414.  
 - QOLA. - Article de périodique (ANG)

The author examines the limitations of the computer in the development of reading skills (displaying text has implications for the role of CALL) and listening skills (here the computer assumes a secondary role; it must be linked to another medium - either audiotape or audiodisc). He then raises several questions as to the value of a number of computer applications. Since they are costly and time-consuming, traditional technologies must first be examined. Among the examples mentioned are the use of the computer in listening comprehension exercises and interactive post-tests. Do the benefits justify the time, energy and money? Are we using the computer simply for the sake of it? In his conclusion, the author not only underlines Wyatt's statement that CALL activities are only one component of a lesson, but also expresses the opinion that in many situations, reason will indicate that the computer should not be used at all. R.M.

SUBJECT CATEGORIES: LANGUAGE DIDACTICS  
 C.A.I., C.A.L., I.C.A.I.  
 COMPUTER ASSISTED TESTING  
 EDUCATIONAL TECHNOLOGY

DESCRIPTORS: FOREIGN LANGUAGES; COMPUTER APPLICATION; RECEPTIVE SKILLS; PERIPHERALS

HOLMES, G. VOIR AOKI, P.K. 28094

HOLMES, G., KIDD, M. 28149

1980 The Evolving Case for Computers in the Study of Modern Languages. - ALLC Journal, Vol. 1, no. 1, Summer, pp.7-10. - QOLACI. - Article de périodique (ANG)

While early experiments in the use of the computer in modern language learning have shown the potential of the new technology, it is only now that its full potential is being realized. This is due to an evolution that is particularly noticeable in three areas: educational objectives, lesson content, and presentation strategies. The computer has been identified as being supremely capable of administering the stimulus-response-evaluation-feedback sequence on which many language exercises are based, and can actually enhance learning effectiveness. While it is doubtful that the computer will ever live up to some of the more exaggerated predictions, an increasing number of language teachers are making a realistic assessment of the machine's role in the learning process. As coursewriters give increased attention to lesson content and presentation, the contribution of the computer is becoming ever more apparent. A.L.

SUBJECT CATEGORIES: LANGUAGE DIDACTICS  
 C.A.I., C.A.L., I.C.A.I.

DESCRIPTORS: COMPUTER EXPLOITATION; MODERN LANGUAGES

HOPPER, C. 23182

1983 Micro-informatique et enseignement du français. - Québec français, no 50, mai, pp.59-61. - QOLA. - Article de périodique (FRN)

On associe à tort la micro-informatique aux mathématiques; les couleurs, les mots, les formes, les noms et les lettres sont aussi de l'information. Jusqu'à maintenant on a constaté un manque de pédagogie dans la plupart des didacticiels. Munis d'une technologie de pointe, on a réinventé le cahier d'exercices de moindre qualité. Mais il y aurait mieux à faire. L'auteur décrit quelques applications qui semblent être particulièrement indiquées en classe de français: 1. le traitement de texte (pour écrire et pour apprendre à écrire); 2. les langages interactifs, tels que LOGO ou SMALLTALK (pour contribuer à des apprentissages langagiers importants); 3. les jeux et les simulations (par la lecture, l'écriture et la communication orale, ou pour motiver à de belles activités avant ou à la suite du jeu ou de la simulation). Et en dernier lieu, la micro-informatique incitera les enseignants de français à clarifier leurs options pédagogiques. R.M.

PLAN DE CLASSEMENT: DIDACTIQUE DES LANGUES  
 E.A.O., E.I.A.O., A.P.O.  
 TRAITEMENT DE TEXTES  
 LES JEUX LINGUISTIQUES

HOPPER, C. 28182 (suite)

DESCRIPTEURS: FRANÇAIS LANGUE MATERNELLE; SIMULATION; APPLICATIONS EAO

HOPPER, C. 28183

1983 La micro-informatique à l'école : En 1987. - Québec français, no 50, mai, pp.70-74. - OQLA.  
- Article de périodique (FRN)

Les histoires fictives racontées en 1983 projettent de multiples utilisations de l'ordinateur en 1987: qu'il s'agisse d'humaniser la machine, de se méfier de la camelote (mauvaise expérience d'un ensemble de didacticiels promettant monts et merveilles), des différentes façons d'utiliser les micro-ordinateurs et les divers didacticiels: jeux, traitement de texte, etc. Il s'agit d'une réflexion sur le rôle de l'enseignant/e face à l'avènement de la micro-informatique dans son école, et sur la façon dont chacun/e peut y contribuer. R.M.

PLAN DE CLASSEMENT: E.A.O., E.I.A.O., A.P.O.  
FORMATION  
TRAITEMENT DE TEXTES

DESCRIPTEURS: CULTURE INFORMATIQUE; EXPLOITATION DE L'ORDINATEUR

HOWE, J.A.M. 29428

1981 Artificial Intelligence and Computer-Assisted Learning : Ten Years On. In : Selected Readings in Computer-Based Learning. - London : Association for Educational and Training Technology, pp.101-112. - OQLA. - Ouvrage collectif. - ISBN 0 85038 473 7 (ANG)

This paper describes recent work concerned with the development of intelligent teaching programs. Projects with firm roots in artificial intelligence are dealt with first. The AI research worker has tended to take a rather global approach to constructing intelligence systems since he is very much concerned with the difficulties that occur when different kinds of knowledge interact in a program. Next the author considers a growing number of programs which have their roots in CAI, but embrace AI techniques to handle particular problems. In contrast to the work on building teaching programs, recent research into constructing learning environments is dealt with in the following section. Here there is a close meshing between the AI-inspired work and cognitive learning theory. The paper closes with speculative remarks about developments. R.L.

SUBJECT CATEGORIES: COGNITIVE SCIENCES  
C.A.I., C.A.L., I.C.A.I.  
ARTIFICIAL INTELLIGENCE  
COMPUTER ASSISTED TESTING

DESCRIPTORS: LEARNING ENVIRONMENT

HUOT, D. VOIR LELOUCHE, R. 28955

HUOT, D. 29816

1986 Approche communicative et informatique : Une rencontre possible?. In : Bulletin de l'ACLA = Bulletin of the CAAL, Connolly, G. & Vové, S. (éd.). - Québec : Québec : ACLA/CAAL, pp.67-75. - OQLACI. - Actes de colloque. - Actes : 17e colloque annuel: Informatique et linguistique appliquée / Proceedings 17th Annual Symposium: Computer Science and Applied Linguistics, Québec. (86.05.29. - 86.05.31.) : 22 cm. - ISBN 2-920121-07-3 (FRN)

Depuis l'avènement de l'approche communicative, la pédagogie des langues subit des changements importants, des remises en question obligatoirement suivies d'incertitudes et de flous sur le plan des pratiques pédagogiques. Or, l'informatique fait irruption chez cette dernière à un bien mauvais moment puisqu'il semble y régner présentement un certain déséquilibre. Dans ce contexte, nous désirons examiner dans quelle mesure cette irruption est possible sans qu'on assiste en même temps à une nette régression dans la conception des techniques pédagogiques. Quelles solutions y a-t-il lieu de proposer pour la réalisation de logiciels lorsque ceux-ci sont destinés à l'enseignement/apprentissage du français langue seconde dans les années quatre-vingt? Cette question sera examinée tout en présentant sommairement un projet en cours, où on tient compte de l'approche communicative dans un logiciel d'enseignement des langues. R.A.M.

HUOT, D. 29816 (suite)

Ever since the arrival of the communicative approach, language teaching has undergone important changes, and been subjected to critical appraisal that has necessarily led to uncertainties and doubts as far as pedagogical practice is concerned. Now the computer has appeared in language teaching at a rather bad time, because the field seems to be beset by a certain amount of confusion. In this light, we would like to see to what extent computerization is possible, without sacrificing pedagogical techniques. What sorts of solutions might one propose for the design of software intended for the teaching and learning of French as a second language in the 1980s? We will look at this question by presenting briefly an ongoing project in which the communicative approach is exploited in a language instruction programme. A.A.

PLAN DE CLASSEMENT: ELABORATION DE DIDACTIQUES  
DIDACTIQUE DES LANGUES  
E.A.O., E.I.A.O., A.P.O.  
SÉMINAIRES, COLLOQUES, RENCONTRES

SUBJECT CATEGORIES: PREPARATION OF SOFTWARE  
LANGUAGE DIDACTICS  
C.A.I., C.A.L., I.C.A.I.  
SEMINARS, CONFERENCES, MEETINGS

DESкриТЕURS: FRANÇAIS LANGUE SECONDE; APPROCHE COMMUNICATIVE

DESCRIPTORS: FRENCH AS A SECOND LANGUAGE; COMMUNICATIVE APPROACH

IMBEAU, J. VOIR DUCHASTEL, P. 29657

ITALIANI, M. VOIR BORELLO, E. 28464

ITALIANI, M. VOIR BORELLO, E. 29759

JAMIESON, J. VOIR CHAPPELLE, C. 28129

JAMIESON, J. VOIR CHAPPELLE, C. 29031

JANITZA, J., HARDIN, G., PELFRÈNE, A., FRIZOT, D., CAIN, A., CANDELIER, M. 28361

1983 Table ronde : Processus d'apprentissage des langues vivantes et EAO. - Les langues modernes, vol. LXXVII, no. 1, pp.27-38. - QQLA. - Article de périodique (FRN)

Plusieurs interventions, soit convergentes, soit divergentes, constituent la matière de cette table ronde. En situant d'abord l'état des recherches en didactique des langues, on s'interroge sur les rôles que l'ordinateur pourrait y jouer pour conclure que c'est la correspondance entre les aspects psycholinguistiques du langage et le mode d'apprentissage algorithmique qui paraît la plus prometteuse. Il ressort des interventions que l'EAO peut aider à comprendre comment il est possible d'apprendre par l'observation de l'interactivité qui se situe à plusieurs niveaux. A l'idée de retour en arrière, de régression de la didactique par rapport à des orientations plus récentes, on souligne que le changement se fait avec de nouvelles armes et qu'il y a dans le domaine de l'EAO de la place pour tout le monde. L'EAO semble s'accorder particulièrement avec la lente appropriation qui caractérise l'apprentissage d'une langue. R.M.

PLAN DE CLASSEMENT: DIDACTIQUE DES LANGUES  
E.A.O., E.I.A.O., A.P.O.  
SÉMINAIRES, COLLOQUES, RENCONTRES  
PSYCHOLINGUISTIQUE: APPRENTISSAGE, ACQUISITION

DESCRIPTEURS: LANGUES VIVANTES

JANITZA, J. 33247

1985 Introduction. In : Enseignement Assisté par Ordinateur des langues étrangères: Théories - Pratiques - Perspectives. - Paris : Hatier, pp.11-34. - OQLACI. - Ouvrage collectif : 21 cm. - ISBN 2-218-07300-5 (FRN)

Cet ouvrage comporte trois parties: 1) théories; 2) pratiques; et 3) perspectives. La première partie s'interroge sur le fonctionnement du langage dans ses phases de réception et surtout de production, analyse quelques aspects de l'apprentissage L2 en s'attendant particulièrement sur les aspects cognitifs de celui-ci, et finalement pose le problème de la médiation entre les diverses hypothèses dégagées et les caractéristiques des technologies informatiques. La deuxième partie explicite la démarche informatique et pédagogique de quelques réalisations pour l'apprentissage de l'allemand, soit la morphologie verbale, la morphologie du groupe nominal, la composition nominale, la traduction et le résumé de texte. La troisième partie présente les tendances observables dans l'évolution des matériels, analyse quelles peuvent être les incidences sur les contenus, sur les produits destinés aux utilisateurs, et termine en abordant les perspectives de l'intelligence artificielle et des systèmes experts. S.C.

PLAN DE CLASSEMENT: E.A.O., E.I.A.O., A.P.O.  
DIDACTIQUE DES LANGUES  
SCIENCES COGNITIVES

DESCRIPTEURS: LANGUES ETRANGERES; ALLEMAND LANGUE ETRANGERE

JOHNSTON, V.M. 29316

1985 Introducing the Microcomputer into English (III) : An evaluation of TRAY as a program using problem-solving as a strategy for developing reading skills. - British Journal of Educational Technology, vol. 16, no. 3, Oct., pp.208-212. - OQLA. - Article de périodique (ANG)

The models of reading and learning that underlies TRAY are examined, and criteria for selecting texts for classroom use identified. The kinds of language activities characteristic of groups using TRAY are described, and 15 categories of language activity are identified. The results of an analysis of the language activities of three groups are presented. The kinds of learning that are encouraged by TRAY are considered. Pupil and teacher evaluations are found to be favourable. TRAY is concluded to be an example of a good, content-free, problem solving language development program. A.A.

SUBJECT CATEGORIES: EDUCATIONAL TECHNOLOGY  
C.A.I., C.A.L., I.C.A.I.  
LANGUAGE DIDACTICS

DESCRIPTORS: READING SKILLS; PROBLEM SOLVING; FOREIGN LANGUAGES; COURSEWARE

JONES, C. 25035

1984 Teachers, Authoring Systems and Computer-Assisted Language Learning. - Medium, vol. 9, no. 3, Dec., pp.81-88. - OQLACI. - Article de périodique (ANG)

The article examines the relationship of the language teacher to the software. This relationship is different in two respects from that with traditional material such as the cassette recorder or the paper. First, the teacher must learn a language, Second, he must be prepared to spend (much) time producing material. The author then reflects on writing one's own CALL material and the difficulties involved and explains authoring system by illustrating a simple one. He then tries to dispose of the arguments that authoring systems are limiting and that the use of authoring systems will discourage teachers from producing programs themselves. It is concluded that a selection of commercial software, and one or two programming teachers would be the ideal set-up for any language department R.M.

SUBJECT CATEGORIES: PREPARATION OF SOFTWARE  
C.A.I., C.A.L., I.C.A.I.  
AUTHOR SYSTEM  
LANGUAGE DIDACTICS

DESCRIPTORS: READING SKILLS; COMPUTER LITERACY; COURSEWARE  
Special Issue on Computer-Assisted Language Learning



JONES, R.L. 28206

1983 A CALI Glossary for Beginners. - CALICO Journal, vol. 1, no 1, June, pp.15-17. - OQLACI. - Article de périodique (ANG)

This glossary is intended to assist the language teaching specialist in becoming familiar with some of the more common terms used with the micro-computer and especially with computer-assisted language instruction. The list does not claim to be complete; terms used in some of the definitions might themselves be in need of further clarification. R.M.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
LANGUAGE DIDACTICS

DESCRIPTORS: GLOSSARY; COMPUTER TERMINOLOGY

KELLER, A. VOIR BOYD, G. 28610

KEMMIS, S., ATKIN, R., WRIGHT, E. 29792

1977 The problem of Attainment; Private Knowledge and Public Discourse. - Norwich (U.K.) : University of East Anglia - Centre for Applied Research in Education, pp.212-339 (Occasional publications ; no. 5). - OQLA. - Monographie (ANG)

This chapter is concerned to establish a theoretical position on learning to provide a basis for thinking about student attainment via CAL. It sets out limitations of conventional thinking about attainment -- essentially, the problem of considering learning statically -- and examines some of the educational and evaluation implications of that view. In order to provide a realistic illustration which will pose the problem of the nature of learning more sharply, the chapter goes on to explore a complex area of human thinking -- decision-making. The final section describes the method of "structural analysis" as appropriate for coming to understand learning. A.A.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
COGNITIVE SCIENCES

DESCRIPTORS: LEARNING THEORY

A short version of this paper was presented at the Annual Conference of the British Educational Research Association, University of Stirling, September 1-4, 1975, and was published in the Association's bulletin Research Intelligence, 1975, 2, 29-30.

KENNER, R. VOIR BOYD, G. 28610

KENNING, M. VOIR KENNING, M.-M. 29598

KENNING, M.-M., KENNING, M. 29598

1981 Computer-Assisted Language Teaching Made Easy. - British Journal of Language Teaching, vol. 19, no. 3, Winter, pp.119-123. - OQLA. - Article de périodique (ANG)

The article describes EXTOL (East Anglia and Essex Teaching-Oriented Language), a high level computer programming language. The programming with EXTOL, the drill facility, designed to simplify the construction of exercises by minimizing the amount of writing, other facilities such as: 1. more than one right answer, 2. ignoring certain errors, 3. telling the student his score; and the scope of EXTOL. The techniques described here can also be applied to other areas of CAI. R.M.

SUBJECT CATEGORIES: LANGUAGE DIDACTICS  
C.A.I., C.A.L., I.C.A.I.  
TECHNOLOGY AND LANGUAGES  
EDUCATIONAL TECHNOLOGY

DESCRIPTORS: CAI MODE

KENNING, M.M. 28376

1983 L'EAO et les langues en Grande-Bretagne. - Les langues modernes, no 1, pp.84-88. - OQLA. - Article de périodique (FRN)

On trouve actuellement un certain nombre d'utilisateurs d'EAO des langues dans l'enseignement secondaire ainsi que dans des centres comme le British Council. On mentionne: deux systèmes auteurs conçus par des enseignants anglais, l'un par Tandberg, l'autre par Wida software; un langage auteur, appelé EXTOL, inventé par l'auteur lui-même; des enjeux écrits spécialement pour micro-ordinateurs (le jeu Masker par Tim Johns; Mike et Anna par John Higgins). Jusqu'ici, l'ordinateur a été avant tout un détenteur de savoir; mais il peut avoir d'autres usages, tels la simulation de conversation, les jeux d'aventure, les jeux-devinettes, où l'ordinateur représente un moyen de plonger l'apprenant dans un bain de langue. En conclusion, il y a un manque de didacticiels et une certaine résistance des enseignants provenant du souvenir des labs de langues et de la crainte d'être remplacés par la machine. R.M.

PLAN DE CLASSEMENT: DIDACTIQUE DES LANGUES  
E.A.O., E.I.A.O., A.P.O.  
LES JEUX LINGUISTIQUES  
SYSTÈME AUTEUR

DESCRIPTEURS: EXPLOITATION DE L'ORDINATEUR; MODE EAO; ANGLAIS LANGUE ETRANGÈRE; GRANDE BRETAGNE

KIDD, M. VOIR HOLMES, G. 28149

KRAL, T.J. 29740

1986 Educational Technology and Effective Growth in Second Language Classrooms. - CALICO Journal, vol. 3, no. 4, June, pp.11-12-47. - OQLAC1. - Article de périodique (ANG)

The author emphasizes first the necessity of teamwork and dialogue between understanding participants; language specialists must communicate clearly their objectives to the computer specialists developing programs for them. The author then discusses four learning paradigms applicable to computer assisted learning programs, identified by Higgins and Johns but already cited in an earlier study: 1. Instruction, 2. Revelatory, 3. Conjectural, 4. Emancipatory. The crucial role that must be shared by teachers and students in the technologically assisted classroom is also stressed. R.M.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
EDUCATIONAL TECHNOLOGY  
LANGUAGE DIDACTICS

DESCRIPTORS: SECOND LANGUAGE; LEARNING PARADIGMS

LABELLE, F. VOIR DOLBEC, J. 25342

LABELLE, F. 2403

1986 Des défis pour la linguistique appliquée. - Bulletin de l'ACLA = Bulletin of the CAAL, vol. 8, no 1, printemps, pp.23-31. - OQLAC1. - Article de périodique (FRN)

L'auteur amorce une réflexion sur certains rapports entre l'enseignement du français sur micro-ordinateur, l'objet linguistique et l'aspect informatique dans la perspective d'un linguiste concepteur de didacticiels. L'article donne une idée générale des types de didacticiels pour l'enseignement du français, survol qui ne saurait être que partiel étant donné le développement rapide et tentaculaire du domaine. L'auteur met en relief les problèmes pouvant intéresser la linguistique appliquée. R.A.

From the point of view of the linguist whose task is to develop teaching software, the author considers here the various relationships among the teaching of French on microcomputers, language itself, and computer science in general. The article gives a general idea of the types of teaching programmes for French, an overview which is necessarily incomplete given the rapid and highly diversified developments the field has seen. Emphasis is given to problems relevant to applied linguistics. A.A.



LABELLE, F. 29403 (suite)

PLAN DE CLASSEMENT: ÉLABORATION DE DIDACTIQUES  
E.A.O., E.I.A.O., A.P.O.  
LINGUISTIQUE APPLIQUÉE À L'ENSEIGNEMENT DES LANGUES ÉTRANGÈRES

SUBJECT CATEGORIES PREPARATION OF SOFTWARE  
C.A.I., C.A.L., I.C.A.I.  
APPLIED LINGUISTICS IN THE TEACHING OF FOREIGN LANGUAGES

DESCRIPTEURS: FRANÇAIS; PROGRAMME EAO

DESCRIPTORS: FRENCH; COURSEWARE

LABONTÉ, R. 28181

1980 L'ordinateur à l'école. - Québec français, no 39, Oct., 1981-82. - OQLA. - Article de périodique (FRN)

Description d'un scénario de l'an 2001 où l'élève se demande si aujourd'hui il va à l'école ou s'il reste à la maison pour suivre ses cours par ordinateur. Le catalogue des nombreux programmes disponibles (pour enseigner l'orthographe, la syntaxe afin de développer les opérations d'analyse, de synthèse, d'induction et de déduction), fait voir l'ordinateur comme tuteur et gestionnaire. L'individualisation de l'enseignement est devenue possible, non seulement grâce à l'ordinateur-tuteur mais aussi grâce à l'ordinateur-gestionnaire. En ne considérant plus l'ordinateur comme une panacée à nos problèmes d'enseignement, on se rend compte de ses avantages et de ses inconvénients. R.M.

PLAN DE CLASSEMENT: E.A.O., E.I.A.O., A.P.O.  
DIDACTIQUE DES LANGUES

DESCRIPTEURS: ENSEIGNEMENT INDIVIDUALISÉ; ORDINATEUR-TUTEUR; ORDINATEUR-GESTIONNAIRE

LANGE, D.L. VOIR RASCHIO, R. 28313

LARSEN, M.D. 28281

1984 Persistent Problems of Computer-Assisted Instruction. - CALICO Journal, vol. 1, no 5, June, pp.31-34. - OQLACI. - Article de périodique (ANG)

The article discusses the potential, limitations, and future possibilities of computers. There is primarily their unlimited amount of patience. They are ideal for individual instruction. They can reward progress by immediate feedback, can bolster students confidence, and can stimulate through audio-visual aids. Among the limitations are the complexity of the machines, the use of antiquated methodology, and the computers' inability to perceive connotations as opposed to denotation. Concerning future possibilities are the fact that: 1. The creation of CAI lessons is becoming easier; 2. The two technological advances: the videodisc and the ability of the computer to recognize voice patterns that will have a beneficial effect on CAI. Due to supply and demand, computer prices will drop and even videodisc and voice recognition systems will become affordable. R.M.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
EDUCATIONAL TECHNOLOGY  
VIDEODISC  
SPEECH RECOGNITION - SPEECH SYNTHESIS

DESCRIPTORS: PERIPHERALS; COMPUTER APPLICATION

LARSON, J. VOIR HENDRICKS, H. 28287

LAST, R. 29722

1984 Language Teaching and the Microcomputer. - Oxford (U.K.) : Basil Blackwell. xiii, 112 p. - Monographie. - ISBN 0-631-13413-1 (ANG)

LAST, R. 29782 (suite)

This book identifies and describes the principal trends and issues of computer-assisted language learning, set in the context of the history of computer applications in language and literature. The eight chapters cover such aspects as hardware, design and implementation, the learner and the machine, authoring packages, CALL in practice and peripherals such as the tape recorder and the videodisk. After summarizing seven points of merit and two points of demerit with regard to CALL, the author concludes that modern language teaching, more than other disciplines, depends not on technology or methodology, but on the qualities and the personality of the individual teacher. R.N.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
LANGUAGE DIDACTICS  
AUTHOR SYSTEM  
VIDEODISC

DESCRIPTORS: CAI IMPLEMENTATION; PERIPHERALS

LAST, R. W. 29401

1986 The Potential of Artificial Intelligence-Related CALL at the Sentence Level. - Literary and Linguistic Computing, vol. 1, no. 4, pp.197-201. - QOLA. - Article de périodique : 30 cm (ANG)

First, the present state of the art of Computer-Assisted Language Learning is considered and its limited potential within its present constraints explained. Second, the potential of AI-like applications for CALL is explored, using as an example a program developed by the author to "teach" the computer semantic and syntactic information about German, in order to develop a suite of CALL exercises which interact with the learner in a number of different ways. At the same time, a knowledge base of this information is developed, and this can serve a wide variety of different objectives. A.A.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
ARTIFICIAL INTELLIGENCE  
SEMANTICS AND SEMIOTICS  
LANGUAGE DIDACTICS

DESCRIPTORS: CALL APPLICATION; GERMAN AS A FOREIGN LANGUAGE

LAST, R.W. 28164

1979 The Role of Computer-Assisted Learning in Modern Language Teaching. - ALLC Bulletin, Vol. 7, no 2, pp.165-171. - QQLACI. - Article de périodique (ANG)

A computer-assisted learning package is used to teach beginners' German and Dutch at the University of Hull, England. The package incorporates a user interface which frees the user from the complexities of the operating system and filehandling procedures. It was designed so that it can accommodate any fixed answer or answers to any given question so that it may be used for other applications besides language learning. It also monitors usage and keeps a record of incorrect answers. A.A.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
LANGUAGE DIDACTICS  
EDUCATIONAL TECHNOLOGY

DESCRIPTORS: GERMAN AS A FOREIGN LANGUAGE; DUTCH AS A FOREIGN LANGUAGE; COURSEWARE; MODERN LANGUAGES; UNITED KINGDOM

LE MEUR, A. 29113

1979 Éducation individualisée par le biais d'un logiciel d'enseignement. In : Comptes Rendus / Conférence 1979 = Proceedings / Conference 1979. - Toronto, Ottawa, Québec : Toronto Canadian Information Processing Society, pp.79-85. - QQLACI. - Actes de colloque. - Conférence 1979 / Conference 1979, Québec, Québec. (79.06.25. - 79.06.28.). - ISBN 2-920094-00-9 (FRN)

Un logiciel d'Enseignement Assisté conçu pour minifordinateur et microordinateur est présenté. Son but est de rendre la machine accessible à l'utilisateur (défini comme enseignant et enseigné) en en banalisant l'accès. La conception de l'enseignement se base sur la combinaison de situations pédagogiques; une situation est elle-même obtenue par la combinaison d'un nombre restreint de

LE NEUR, A. 29113 (suite)

fonctions préalablement inventoriées. La saisie des données se fait au cours d'un dialogue entièrement mené par la machine. L'enseignement est individualisé, il peut se dérouler dans un cadre collectif (la classe) ou individuel (en libre-service). Toutes les opérations de stockage de l'information sont assurées par la machine sur disque souple. La chaîne de traitement-création, exécution, évaluation-modification est entièrement intégrée. Les apports possibles d'un tel support de l'information à la pédagogie sont esquissés en conclusion. M.A.A.

Our topic deals with educational software made for mini or micro-mini computers. Its goal, illustrated by numerous examples, is to make the machine accessible to the user (defined as teacher and student) by simplifying its availability. Teaching methods are based on a combination of educational situations; the combination of a limited number of previously categorized functions creates the desired situation. In order to obtain the necessary input, the machine instigates an ongoing dialogue. Learning is individualized: it can take place in a collective or individual framework (in the classroom or by free access). On a floppy disk the machine assures the stocking operations of information. The series of operations -creation, execution, evaluation, modification- are completely integrated. Such accessible and adaptable medium complements traditional oral and written support systems; its possible contributions to educational methodology are outlined in the conclusion. A.A.

PLAN DE CLASSEMENT: E.A.O., E.I.A.O., A.P.O.  
TECHNOLOGIE DE L'ENSEIGNEMENT  
ENSEIGNEMENT  
LINGUISTIQUE APPLIQUÉE À L'ENSEIGNEMENT DES LANGUES ÉTRANGÈRES

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
EDUCATIONAL TECHNOLOGY  
TEACHING PROGRAMS  
APPLIED LINGUISTICS TO THE TEACHING OF FOREIGN LANGUAGES

DESCRIPTEURS: ENSEIGNEMENT INDIVIDUALISÉ

DESCRIPTORS: INDIVIDUALIZED LEARNING; COURSEWARE

LELOUCHE, R., HUOT, D. 28955

1985 Fondements et objectifs d'un système intelligent pour l'apprentissage des langues. - Québec : Université Laval - Département d'informatique. 42 p. (Rapport de recherche ; DIUL-RR-8506). - OQLA.  
- Rapport : 28 cm (FRN)

Ce rapport présente premièrement un bref aperçu historique de l'enseignement des langues et plus généralement de l'enseignement assisté par ordinateur (E.A.O.). La confrontation de l'évolution de ces deux disciplines permet ensuite de montrer l'inadéquation des techniques classiques de l'E.A.O. à la prise en compte de l'approche communicative de l'enseignement des langues, puis l'intérêt d'une approche de type intelligence artificielle. La double originalité du projet est mise en évidence: d'une part l'intérêt qu'il porte à l'approche communicative, d'autre part son adaptation au comportement psycho-cognitif de l'apprenant. Ces différents points sont précisés en présentant une structuration et un déroulement de session possibles et en donnant des exemples de types d'exercices et de dialogues homme-machine associés à différentes pratiques pédagogiques. R.A.M.

PLAN DE CLASSEMENT: SYSTÈME EXPERT  
E.A.O., E.I.A.O., A.P.O.  
DIDACTIQUE DES LANGUES  
ÉLABORATION DE DIDACTIQUES

DESCRIPTEURS: APPROCHE COMMUNICATIVE; LANGUE SECONDE; DIALOGUE USAGER-MACHINE; APPROCHE PSYCHO-COGNITIVE

LELOUCHE, R. 33349

1987 PILEFACE: A Knowledge-Based Approach to Pragmatics in Foreign Language Teaching Programs. In : Proceedings of the International Conference on Computer Assisted Learning in Post-Secondary Education, Morrie, D. (ed.). - Calgary (Alta.) : University of Calgary, pp.307-309. - OQLACI. - Actes de colloque. - Learning in Future Education, Calgary, Alberta. (87.05.05. - 87.05.07.) : 27 cm (ANG)

LELOUCHE, R. 33349 (suite)

The system presented here is to teach some aspects of French to primarily non French speaking people, although it could be used to teach native French children as well. The emphasis is on two particular aspects: 1) the system is to take into account the progresses, the mistakes, and the cognitive behavior of the student, and to adapt its teaching means to that behavior; 2) it tackles the pragmatic aspect of language. In order to meet these two goals, the programs have been designed as a knowledge based system, essentially made from the pragmatic rules which the native speaker implicitly refers to in his (her) daily use of the language. Thus, the system will be able to directly analyze the student's linguistic production to see to what extent it is adapted to the context of the situation. M.A.A.

SUBJECT CATEGORIES: LANGUAGE DIDACTICS  
C.A.I., C.A.L., I.C.A.I.  
EXPERT SYSTEM  
COGNITIVE SCIENCES

DESCRIPTORS: FOREIGN LANGUAGES; FRENCH AS A FOREIGN LANGUAGE; COMMUNICATIVE APPROACH;  
KNOWLEDGE-BASED SYSTEM

LEWIS, D.R. 28284

1983 Computer-Assisted Language Learning at the University of Dundee. - CALICO Journal, vol. 1, no. 3, Dec., pp.10-12. - OOLACI. - Article de périodique (ANG)

Among the CALL activities the author is involved with and which are outlined here, figure: 1. Use and testing of a teacher's package (language exercises involving a question and answer pattern). 2. Development of the computer controlled tape recorder (Tandberg AECAL). 3. Cloze type gapping exercises. 4. Word processing and its effect on a) compositional and b) translation skills of undergraduates in their second year. The results of and users' reaction to the two last activities are summarized: These exercises are conceived as a true learning process. The author suspects that an analysis of the learner's guessing strategies can reveal much about his knowledge of the language. The medium allows for much easier correction on the part of the student, permitting a much more flexible attitude. Assessments of the students' performances on this project have proved unsatisfactory due to the difficulty of monitoring students' reactions to the complex sets of problems presented by a translation text. R.M.

SUBJECT CATEGORIES: LANGUAGE DIDACTICS  
C.A.I., C.A.L., I.C.A.I.  
SOFTWARE EVALUATION (ASSESSMENT)  
WORD PROCESSING

DESCRIPTORS: WRITING SKILLS; TRANSLATION SKILLS; CAI MODE

LINDENAU, S.E. 28437

1984 "Lights and Wires in a Box": The Computer-Oriented Information Age in Support of Effective Higher Education. - Educational Technology, Vol. 24, no 2, Feb., pp.18-23. - OOLA. - Article de périodique (ANG)

Focusing on the question of how information technologies can be best used to support effective higher education, the author discusses several possibilities. Various computer-enhanced technologies can provide other electronic learning environments; for ESL and FL students, computers can take the form of electronic dictionaries, drills and practices; for commercial business language courses, they can provide professional speaking modules, simulations, "what-if situations", and electronic data banks; they can also free the teacher from the training aspects of schooling and enable him to concentrate on human interaction. R.M.

SUBJECT CATEGORIES: LANGUAGE DIDACTICS  
C.A.I., C.A.L., I.C.A.I.  
EDUCATIONAL TECHNOLOGY

DESCRIPTORS: CAI MODE; ENGLISH AS A SECOND LANGUAGE; FOREIGN LANGUAGES; INSTRUCTIONAL ENVIRONMENT

LINES, V., MARTIN, D. 28290

1983 CAI TOOLKIT : A New Authoring System for Teaching Languages. - CALICO Journal, vol. 1, no 3, Dec., pp.43-45. - OQLACI. - Article de périodique (ANG)

CAI Toolkit was developed to provide CAI capabilities to teachers without technical background. It incorporates three essential elements: a) a powerful, easy-to-use answer analysis (approaches rudimentary AI); b) a system simple enough to create several lessons in one day; c) powerful, easy-to-use graphics that would create any imaginable shape. It consists of six tools: AUTHOR, CHED (Character Set Editor), SHPED (Shape Editor), LPRINT, UTIL, and LEARN. In beta sites with five instructors, the system works well with languages as diverse as Chinese and Arabic, with storage capabilities for building up extensive character fonts. The graphics capabilities of the system allow for animation, for innumerable shapes, and for extensive storage of the shapes. R.M.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
AUTHOR SYSTEM  
LANGUAGE DIDACTICS  
EDUCATIONAL TECHNOLOGY

DESCRIPTORS: ANSWER ANALYSIS; FOREIGN LANGUAGES

LOFGREEN, C.D. 28211

1983 Computers and College Composition. - CALICO Journal, vol. 1, no 1, June, pp.47-50. - OQLACI. - Article de périodique (ANG)

In order to provide information on how CAI can help college students in composition, the paper describes various CAI programs being used or developed for and by college composition teachers. Following are the types of programs where CAI is used a) as an adjunct, (this means more time with the class to discuss and develop rhetorical and other principles of writing), b) as an assist in thinking; "Essay-Writer" helps students through the writing process, and helps them organize their ideas coherently and support major ideas with detail) c) as a test analyst; the "Writers Workbench" is aimed at improving the quality of writing and can produce detailed editorial comments or brief summaries, d) as a motivator (creative programs, such as games, poetry and simulations to stimulate learning and writing interest are available). Finally, the author enumerates some programs she would like to see developed. R.M.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
WORD PROCESSING

DESCRIPTORS: COMPOSITION; CAI COURSEWARE

LOUGHEED, L. 28930

1986 Interactive Audio. - TESOL Newsletter, vol. xx, no. 1, Feb., pp.20-21. - OQLACI. - Article de périodique (ANG)

The author first describes three possible audio sources: 1) Computer-generated sound or speech, which, if robot-like in quality would not be appropriate for ESL, although comprehensible to a native speaker. 2) Digital sound, whereby live speech is recorded, digitally encoded, and stored on a device such as a floppy disk, compact disk or videodisc. 3) Interactive tape recorders, which can identify discrete parts of the tape to locate and play. Further discussed in this article is interactive audio through exercises that can be done on existing authoring systems: a) dictation/cloze, b) syntactic recognition, c) conversation analysis. An outlook on the future predicts that tapes will be replaced by compact disks, therefore teachers must acquire experience with interactive audio. Inexpensive recordable compact disks are already being developed but may not be on the market for some time. R.M.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
SPEECH RECOGNITION - SPEECH SYNTHESIS

DESCRIPTORS: ENGLISH AS A SECOND LANGUAGE; INTERACTIVE AUDIO  
Supplement no. 3 on CALL: Computer-Assisted Language Learning.



MARTIN, D, VOIR LINES, V. 28290

MARTY, F. 28024

1982 Reflections on the Use of Computers in Second Language Acquisition - II. - System, vol. 10, no 1, pp.1-11. - OQLACI. - Article de périodique (ANG)

The kind of relationship that needs to exist between FL teachers and computer programmers (the FL teacher and computerized instruction and the future of CAI in second-language acquisition) is examined. Then the present limitations of computerized instruction are analyzed (oral conversation with a computer, correction of errors on the phonemic level, and written free expression); the problems of equipment and computer language compatibility are discussed; new technologies such as synthetic speech, compressed digital speech, the magnetic disc, and the videodisc are mentioned. R.M.

SUBJECT CATEGORIES: LANGUAGE DIDACTICS  
C.A.I., C.A.L., I.C.A.I.  
EDUCATIONAL TECHNOLOGY  
TECHNOLOGY AND LANGUAGES

DESCRIPTORS: SECOND LANGUAGE ACQUISITION; FOREIGN LANGUAGES; PERIPHERALS

MASON, M. 28909

1983 Language Arts Activities and Microcomputers, K-12. In : Microcomputers in K-12 Education, Barrette, P. (ed.). - Rockville (Md.) : Computer Science Press, Inc., pp.43-47. - OQLA. - Actes de colloque. - Second Annual Conference of Microcomputers in K-12 Education, Carbondale, Ill.. (82.03.18. - 82.03.19.). - ISBN 0-914894-87-0 (ANG)

The microcomputer offers many possibilities in the area of Language Arts as there are: Drill and Practice, Tutorial, Simulation, materials generation, data analysis and educational games. The usefulness and different applications of each program are described. Finally, there are the peripherals which give the computer additional capabilities. Its greatest strength yet lies in its ability to motivate students. R.M.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
LANGUAGE DIDACTICS

DESCRIPTORS: CAI MODE; EDUCATIONAL GAMES; PERIPHERALS; CALL APPLICATION

MCCREESH, B. VOIR DOLBEC, J. 25342

MCCREESH, B. 29819

1986 Do Students Learn More from a Computer than from a Book?. In : Bulletin de l'ACLA = Bulletin of the CAAL, Connolly, G. & Vouré, S. (ed.). - Québec : Québec : ACLA/CAAL, pp.103-109. - OQLACI. - Actes de colloque. - Actes : 17e colloque annuel: Informatique et linguistique appliquée / Proceedings 17th Annual Symposium: Computer Science and Applied Linguistics, Québec. (86.05.29. - 86.05.31.) : 22 cm. - ISBN 2-920121-07-3 (ANG)

Cet article décrit une expérience dans laquelle un groupe d'étudiants apprenait deux ensembles distincts de verbes phrastiques, l'un dans un logiciel et l'autre dans un cahier d'exercices conçu pour être le plus conforme possible au logiciel. On discute les résultats de l'expérience en fonction des diverses formations antérieures de ces étudiants en faisant quelques suggestions quant au type d'étudiant susceptible de tirer le plus grand parti de l'enseignement assisté par ordinateur. R.A.M.

This paper describes an experiment in which a group of students studied two separate sets of phrasal verbs, one from a computer programme and one from a self-study booklet made to resemble the programme as closely as possible. The results of the experiment are discussed in light of the students' varying academic backgrounds, and suggestions are made as to which type of student will benefit most from computer-assisted instruction. A.A.

MCCREESH, B. 29819 (suite)

PLAN DE CLASSEMENT: LINGUISTIQUE FORMELLE  
DIDACTIQUE DES LANGUES  
E.A.O., E.I.A.O., A.P.O.  
RECHERCHES EXPÉRIMENTALES, ÉTUDES ET DOCUMENTATION

SUBJECT CATEGORIES: FORMAL LINGUISTICS  
LANGUAGE DIDACTICS  
C.A.I., C.A.L., I.C.A.I.  
EXPERIMENTAL RESEARCH, SURVEY, STUDY AND DOCUMENTATION

DESCRIPTEURS: MODE EAO; VERBES PHRASTIQUES; EAO OBSERVATION/ÉTUDIANTS

DESCRIPTORS: CAI MODE; WORD STUDY SKILLS; CALL OBSERVATION RESULTS

MERRILL, P.F., SALISBURY, D. 28345

1984 Research on Drill and Practice Strategies. - Journal of Computer-Based Instruction, vol. 11, no. 1, winter, pp.19-21. - OQLACI. - Article de périodique (ANG)

This paper outlines a program of research being conducted at Brigham Young University to identify effective and efficient computer-based drill and practice instructional strategies for teaching paired associate or multiple discrimination tasks. Although extensive research has been conducted on paired associate learning, the practical implications of this research to the school classroom needs to be explicated and validated. A sophisticated computer-based drill and practice strategy is contrasted with a simple strategy commonly used by teachers. Relevant research supporting the sophisticated strategy is reviewed, and further research is proposed. A.A.

SUBJECT CATEGORIES: LANGUAGE DIDACTICS  
C.A.I., C.A.L., I.C.A.I.  
EXPERIMENTAL RESEARCH, SURVEY, STUDY AND DOCUMENTATION

DESCRIPTORS: CAI MODE; CAI STRATEGY

MEURRENS, M. VOIR DUBUISSON, C. 29402

MIZUMACHI, I. 28269

1985 One Approach to CAI-EFL Problems in Japan. - CALICO Journal, vol. 3, no 1, Sept., pp.7-10, 48. - OQLACI. - Article de périodique (ANG)

This article deals with topics related to the CAI-EFL field in Japan with emphasis on the achievements of the TELP (Tokai English Language Program)-CAI project, which developed a stand-alone microcomputer system called UNIPLEX (1979) and the TELP-CAI System III (1984). This system has an NEC PC-8001 personal computer, with alpha-numeric and KATAKANA characters, a color CRT display, a cassette tape deck used to produce audio messages, a floppy disk drive unit, and an interface unit. Some of its features, such as a menu-format authoring system and the preference for an audio device for CAI lessons, are discussed. A list of TELP courseware is included. M.A.A.

SUBJECT CATEGORIES: LANGUAGE DIDACTICS  
C.A.I., C.A.L., I.C.A.I.  
AUTHOR SYSTEM

DESCRIPTORS: ENGLISH AS A FOREIGN LANGUAGE; CAI COURSEWARE; JAPAN

MONTRIGAUD, A. 28467

1981 Automatic Generation of Exercises on Italian Grammar. In : Computers in Education, Lewis, R. & Tagg, E.D. (ed.). - New-York : North-Holland Publishing, pp.285-290. - OQLA. - Actes de colloque. - World Conference on Computers in Education (3rd), Lausanne, Switzerland. (81.07.27. - 81.07.31.). - ISBN 0-444-86255-2 (ANG)



MONTRIGAUD, A. 28467 (suite)

A mini-computer with no console is used for the supplementary teaching of Italian grammar. This account describes the conditions in which the experiment took place for three years, and how it was oriented towards automatically generated exercises. The computer plays the part of an attentive private tutor, detecting and analyzing the errors made, and explaining how to avoid them by means of numerous messages. The commentary of a program which guides the student in his use of the second person imperative and the personal pronouns is given. A.A.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
LANGUAGE DIDACTICS  
AUTOMATIC TEXT GENERATION

DESCRIPTORS: ITALIAN AS A FOREIGN LANGUAGE; GRAMMAR; ERROR DETECTION; ERROR ANALYSIS

MORRIS, J.M. 29259

1984 The Case for CAI. - SIGCUE Bulletin, Vol.18, no.1, Winter, pp.11-14. - OQLACI. - Article de périodique (A.L.)

The article summarizes the merits of the CAI systems, focusing in particular on the relative advantages of two CAI systems (CAST & Pilot) over more costly and complex BASIC or PASCAL languages. Among the main advantages are CAI's cost effectiveness and the relatively small but versatile number of commands which help eliminate the lengthy programming sequences characteristic of BASIC and PASCAL. The author also warns against the dangers of unimaginative use of CAI concluding that CAI systems can, when used imaginatively, be a powerful and versatile tool for creating learning programs. S.D.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
TECHNOLOGY AND LANGUAGES  
PREPARATION OF SOFTWARE  
EDUCATIONAL TECHNOLOGY

DESCRIPTORS: CAI SYSTEM

MOUTON, J. 28070

1984 Marrying Microcomputer and Courseware in E.S.P. Programs. In : Computer and Language Instruction : Applications of Interactive Technology, Decoo, W. (ed.). - Wilrijk (Belgium) : University of Antwerp - Department of Teacher Education, pp.115-138 (ABLA Papers ; 8). - OQLACI. - Ouvrage collectif (ANG)

Dans cet article, on décrit une tentative d'enseignement de l'anglais à l'aide de l'ordinateur dont le but était d'aider les étudiants de 1ère candidature de la faculté des sciences à acquérir une connaissance suffisante de la langue dans laquelle la plus grande partie de la littérature scientifique est écrite. Cette expérience consistait en l'adaptation d'une série d'exercices pour usage sur l'ordinateur. Les exercices les plus intéressants, analysés dans cet article, démontrent à souhait les avantages de l'enseignement à l'aide de l'ordinateur. M.A.A.

This article relates a CALL experiment whose aim was to try and remedy one of the major problems encountered by students who start studying science in university, that of mastering the language (English) in which most information on their science subject is provided. The experiment consisted in adapting to the computer exercises from an ESP course in general science. This article provides a description and a discussion of the more interesting programs and their advantages as well as pedagogical remarks on the art of programming exercises. A.A.

PLAN DE CLASSEMENT: E.A.O., E.I.A.O., A.P.O.  
TECHNOLOGIE DE L'ENSEIGNEMENT

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
EDUCATIONAL TECHNOLOGY

DESCRIPTEURS: ANGLAIS SPÉCIALISÉ; ADAPTAION D'EXERCICES

DESCRIPTORS: ENGLISH SPECIAL PURPOSE; COURSEWARE ADAPTATION

MUELLER, C. 29447

1985 Introducing the Faculty Across the Curriculum to the Microcomputer. - Collegiate Microcomputer, vol. 3, no. 3, Aug., pp.225-228. - OQLA. - Article de périodique (ANG)

Developing a strategic plan to integrate microcomputers into the various curricula -- especially in the Humanities area -- is imperative for our students in the next decade. This article offers some suggestions for developing and implementing such a plan. It explains various ways to introduce the faculty to the computer and then to have the faculty work together to devise methods and applications for classroom use. Some specific programs for computer-aided instruction are mentioned. A.A.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
TRAINING

DESCRIPTORS: CAI INTEGRATION; COMPUTER LITERACY; CAI APPLICATION

MUNRO, A. VOIR RIGNEY, J.W. 29842

MYDLARSKI, D. 27181

1985 How Communicative Can a Computer Be?. - The Canadian Modern Language Review = La Revue canadienne des langues vivantes, vol. 42, no 1, pp.75-82. - OQLACI. - Article de périodique (ANG)

L'article met en lumière ces aspects de théories communicatives qui, dans le domaine de l'apprentissage d'une langue seconde, pourraient être traités à l'aide de l'ordinateur. Sont notamment évoqués jeux linguistiques, jeux "d'aventure", travaux dirigés, solutions de problèmes, conversations simulées, apprentissages divers en langue seconde, et systèmes auteurs. Certains points posant problème sont également soulevés ainsi que les possibilités qu'offre l'ordinateur d'engendrer une interaction au sein de petits groupes. Pour terminer, l'article aborde la question du rôle et du bien fondé des exercices informatisés en milieu communicatif d'apprentissage langagier. R.A.

This paper identifies those elements of communicative theories in second-language learning that could be realized through the use of a computer. Reference is made to language games, adventure games, task-oriented activities, problem-solving, simulated conversation, subject matter learning in the target language, and authoring systems. Problematic issues are discussed, as in the computer's ability to generate small group interaction. In conclusion, the paper addresses the question of the place and acceptability of computerized exercises within a communicative language learning environment. A.A.

PLAN DE CLASSEMENT: E.A.O., E.I.A.O., A.P.O.  
LES JEUX LINGUISTIQUES  
SYSTÈME AUTEUR  
DIDACTIQUE DES LANGUES

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
LINGUISTIC GAMES  
AUTHOR SYSTEM  
LANGUAGE DIDACTICS

DESCRIPTEURS: LANGUE SECONDE; APPROCHE COMMUNICATIVE; SIMULATION

DESCRIPTORS: SECOND LANGUAGE; COMMUNICATIVE APPROACH; SIMULATION

MYDLARSKI, D., PARAMSKAS, D. 28276

1984 Prompt : A Template System for Second Language Reading Comprehension. - CALICO Journal, vol. 1, no 5, June, pp.3-7. - OQLACI. - Article de périodique (ANG)

The article describes PROMPT, a template for two types of reading comprehension exercises. This mini-authoring system consists of two dimensions: 1) a program of prompt directed to the teacher who merely needs to type in his/her materials in natural language and 2) an interpreter program which uses the material entered and displays it for student use. The authors discuss briefly two types of exercises which have been developed to date: a) a passage of text followed by comprehension questions of the multiple choice-type, b) a variation of the Cloze exercises.

HYDLARSKI, D., PARAMSKAS, D. 28276 (suite)

Extensive formative evaluation took place during the last six months of development. One of the issues that still needs to be examined is the implementation of the reading comprehension exercises. Further outlined are recommendations for further developments of the template project. R.M.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.

AUTHOR SYSTEM

LANGUAGE DIDACTICS

DESCRIPTORS: SECOND LANGUAGE; READING COMPREHENSION

NAULT, C. 25038

1984 Description d'une application pédagogique de l'ordinateur. - Medium, vol. 9 no 3, déc., pp.105-117. - OQLACI. - Article de périodique (FRN)

Description du projet de développement, réalisé conjointement par le Conseil National de Recherches du Canada (CNRC) et la Direction Générale du Programme de Formation Linguistique (D.G.P.F.L.), dans le domaine de l'enseignement assisté par ordinateur. L'auteure rappelle que l'objectif principal de cet effort coopératif est d'explorer les possibilités de l'ordinateur et du langage-auteur Natal, notamment dans la création de cours autodidactiques. Elle analyse ensuite les caractéristiques du projet du didacticiel "Le français de l'accueil" qui a été conçu pour une clientèle-cible composée essentiellement de secrétaires, de commis et de réceptionnistes. Elle conclut en évoquant les deux futures étapes que comprendra la phase d'expérimentation du didacticiel. M.J.

PLAN DE CLASSEMENT: E.A.O., E.I.A.O., A.P.O.

DESCRIPTEURS: LANGUE DE TRAVAIL; AUTODIDAXIE; FRANÇAIS; CANADA  
Numéro spécial sur l'apprentissage assisté par ordinateur

NICKELL, S.S. 28618

1986 Writing Conferences on the Computer. - CALICO Journal, Vol. 3, no 3, Mar., pp.29-30. - OQLACI. - Article de périodique (ANG)

Computer-assisted writing conferences help overcome one of the major problems associated with CAI-how to get students to write effectively on computers. Computer conferences allow the teacher to spot the level at which the student is having difficulty, whether it be at the word, sentence or conceptualization level. Not only does the computer conference help spot such problems, but with the student present the teacher can actually see his/her writing "in process" and help the student make changes. A.A.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
EDUCATIONAL TECHNOLOGY

DESCRIPTORS: ENGLISH AS A SECOND LANGUAGE; FOREIGN LANGUAGES; WRITING (CONFERENCES)

NOONAN, L. 28849

1981 Computer Simulations in the Classroom. - Creative Computing, vol. 7, no. 10, Oct., pp.132-138. - OQLACI. - Article de périodique (ANG)

Computer simulations are not meant to replace hands-on activities and experiments but rather to supplement them. There are special ways in which computer simulation can be adapted for the classroom. The target objective and the enabling objectives must be determined, and worksheets must be developed before the simulation program can be introduced to the classroom. The final outcome and observations of the groups form the basis of the testing that must be done. The results the author obtained (from grades 3 to 7) show that the most successful group was the one that carefully thought out the different possibilities and used their past mistakes and correct decisions to their advantage. (A list containing addresses of companies who produce simulation programs is included). R.M.

NOONAN, L. 28849 (suite)

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
COMPUTER ASSISTED TESTING

DESCRIPTORS: SIMULATION; STUDENT EVALUATION

NORKELIUNAS, C.J. 28266

1984 Transition from Multimedia Materials to Interactive Videotape in Teaching Russian Culture and Language. - CALICO Journal, vol. 2, no 2, Dec., pp.19-22. - OQLACI. - Article de périodique (ANG)

The multimedia approach seems to be the solution to the problem of teaching large classes of students with varied abilities and degrees of interest. The different types of multimedia materials used at Mariot College in the Russian culture class are listed. These various audio-visual materials become the main vehicle of transmitting information on the study of major concepts and problems in Russian culture, which are outlined here. Student evaluation of the multimedia used in the course attest to the effectiveness in their use in the classroom. Major benefits of this approach are an increased motivation of students and self-paced instruction, which offers the possibility to the students to review in the resource center what was covered in class. S.C.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
LANGUAGE DIDACTICS  
PREPARATION OF SOFTWARE  
VIDEODISC

DESCRIPTORS: CULTURAL CONCEPTS; RUSSIAN; AUDIO-VISUAL

PAILLET, J.P. 25042

1984 The Hardware for Teaching. - Medium, Vol. 9 no 3, déc., pp.131-135. - OQLACI. - Article de périodique (ANG)

Soulignant toute l'importance de l'environnement dans le processus d'apprentissage, l'auteur met l'accent sur la nécessité de ne pas créer de rupture entre la situation d'apprentissage et le milieu de vie quotidien. Il insiste sur le fait que l'apprentissage doit en outre développer, chez l'étudiant, le sens de l'initiative et la créativité. Il passe en revue les conditions optimales d'apprentissage et l'apport, en ce domaine, de nouvelles technologies qui pourraient introduire des changements positifs dans le phénomène d'apprentissage. Il énumère quelques-unes des principales banques de données accessibles au grand public nord-américain. M.J.

The article underlines that the acquisition of any skill is very strongly cued to environment in the learning process. Therefore the teacher must be an environment designer, capable of ensuring two basic features of the learning environment: first, the learning environment must be continuous with the environment of application of the skills; second, the learning must be conducive to initiative-taking on the part of the learner. The general conditions for successful learning are examined and the available technology with a view to implementing a form adequate to this function are considered. Some databases and electronic mail services available to users across North America are listed. S.C.

PLAN DE CLASSEMENT: DIDACTIQUE DES LANGUES  
E.A.O., E.I.A.O., A.P.O.  
SCIENCES COGNITIVES  
BANQUES DE DONNÉES

SUBJECT CATEGORIES: LANGUAGE DIDACTICS  
C.A.I., C.A.L., I.C.A.I.  
COGNITIVE SCIENCES  
DATA BANKS

DESCRIPTORS: SKILL ACQUISITION  
Special Issue on Computer-assisted Language Learning

PAIN, M. 28469

1981 A Computer Aid for Spelling Error Classification in Remedial Teaching. In : Computers in Education, Lewis, R. & Tagg, E.D. (ed.). - New York : North-Holland Publishing, pp.297-302. - OOLA. - Actes de colloque. - World Conference on Computers in Education (3rd), Lausanne, Switzerland. (81.07.27. - 81.07.31.). - ISBN C 444-86255-2 (ANG)

A program to be used in the remedial teaching of spelling is described. The program will detect and correct errors made by children when writing their own compositions. These errors will be analyzed by the program, and a profile of each child's errors, in terms of general classes of errors, will be provided for the teacher. The error classification scheme on which the program will be based is described. Problems of detecting and correcting errors are discussed, and some possible solutions are presented. A.A.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.

DESCRIPTORS: SPELLING; COMPOSITION; ERROR DETECTION; ERROR CORRECTION

PARADIS, A. VOIR DWANE, M. 28310

PARAMSKAS, D. VOIR MYDLARSKI, D. 28276

PARAMSKAS, D. 29404

1986 The Role and Place of CAI in the Teaching of Second Language. - Bulletin de l'ACLA = Bulletin of the CAAL, vol. 8, no 1, printemps, pp.33-38. - OOLACI. - Article de périodique (ANG)

Les programmes d'EAO pour l'enseignement des langues ont maintenant une place certaine bien que controversée dans la panoplie d'outils pour l'apprentissage des langues secondes. On cherche, dans cet article, à examiner les trois fonctions de base de l'EAO: la stimulation, la simulation et la recherche. L'article offre des descriptions de programmes dans chaque catégorie, discute de leur efficacité et décrit le rôle de l'intelligence artificielle dans la conception de didacticiels qui relèvent davantage de l'approche communicative. R.A.

Computer-assisted language instruction (CALI) programmes have now acquired an established, if somewhat controversial, place in the arsenal of tools for language learning. This article examines the three basic functions of CALI software: stimulation, simulation and research. It gives descriptions of programmes for each category, discusses their effectiveness, and describes the role of artificial intelligence in the production of more "communicative" software. A.A.

PLAN DE CLASSEMENT: ELABORATION DE DIDACTICIELS  
DIDACTIQUE DES LANGUES  
E.A.O., E.I.A.O., A.P.O.  
INTELLIGENCE ARTIFICIELLE

SUBJECT CATEGORIES: PREPARATION OF SOFTWARE  
LANGUAGE DIDACTICS  
C.A.I., C.A.L., I.C.A.I.  
ARTIFICIAL INTELLIGENCE

DESCRIPTEURS: PROGRAMME EAO; LANGUE SECONDE; APPROCHE COMMUNICATIVE

DESCRIPTORS: CAI COURSEWARE; SECOND LANGUAGE; COMMUNICATIVE SOFTWARE

PARAMSKAS, J.M. 28080

1985 Nouvelles directions pour l'EAO : L'intelligence artificielle. - L'APQP, vol. 3, no. 3, mars, pp.14-17. - OOLACI. - Article de périodique (FRN)

L'auteur décrit l'EAO intelligent et les deux types de représentation des connaissances: la représentation statique/spatiale et la représentation systématique qui s'applique à la compréhension des langues naturelles. Elle donne des exemples de programmes de recherche pure (MARIE et SAN) dont le but est d'examiner comment l'intelligence artificielle fonctionne. Dans les programmes de recherche appliquée, conçus pour l'enseignement, on trouve plusieurs catégories. Quelques types de systèmes intelligents pour l'enseignement des langues, format système expert, sont présentés;



## PARAMSKAS, D.M. 28080 (suite)

viennent ensuite les projets de recherche que l'auteur classe parmi ceux de la quatrième génération: EPISTLE (projet IBM, analyse rigoureuse de textes en anglais visant le monde des affaires), GRAMMA (français langue seconde, critique syntactique du texte), LEMMATISEUR (permettant à un chercheur de "réaliser ses propres outils d'analyse de texte"), ILIAD (conçu pour l'apprentissage d'une langue seconde). R.M.

PLAN DE CLASSEMENT: E.A.O., E.I.A.O., A.P.O.  
INTELLIGENCE ARTIFICIELLE  
DIDACTIQUE DES LANGUES  
SYSTÈME EXPERT

DESCRIPTEURS: LANGUE NATURELLE; FRANÇAIS LANGUE SECONDE; REPRÉSENTATION DES CONNAISSANCES;  
LANGUE SECONDE

## PARAMSKAS, D.M. 28209

1983 Courseware-Software Interfaces : Some Designs and Some Problems. - CALICO Journal, vol. 1 no 3, Dec., pp.4-6. - OQLACI. - Article de périodique (ANG)

This paper describes CLEF, a courseware system designed for remedial/ tutorial practice at the beginner level of second language learning (62 lessons covering basic French). It is designed to be adaptable to a broad range of texts and methods, user-friendly, sophisticated in terms of error correction and computer response and flexible for students' use. One of the major disadvantages, the rigidity of the system, will be improved in future developments. Finally, evaluation through statistical records is discussed as a point of contention. R.M.

SUBJECT CATEGORIES: LANGUAGE DIDACTICS  
C.A.I., C.A.L., I.C.A.I.  
EDUCATIONAL TECHNOLOGY

DESCRIPTORS: COURSEWARE SYSTEM; FRENCH AS A SECOND LANGUAGE; CAI MODE

## PARAMSKAS, D.M. 33350

1987 The Concept of Grammaticality in the Design of Pedagogical Parsers. In : Proceedings of the International Conference on Computer Assisted Learning in Post-Secondary Education, Norrie, D. (ed.). - Calgary (Alta.) : University of Calgary, pp.325-327. - OQLACI. - Actes de colloque. - Learning in Future Education, Calgary, Alberta. (87.05.05. - 87.05.07.) : 27 cm (ANG)

Parting programs are appearing more and more in CAI for learning first and second languages (Writer's Workbench, CRITIQUE, DEREDC, etc.). CAI parsers are distinctive from other types of parsers in that they have a pedagogical function in addition to the analytical functions, and the design of such "pedagogical" parser often results in new insights on the concept of grammar itself. This paper presents the grammar that has been designed for GRAMMA, a pedagogical parser for French as a second language, as well as the scenarios that allow the grammar to cope with variations from pattern and to recognize standard deviations. There are also interesting implications for the presentation of traditional grammatical concepts in the classroom. M.A.A.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
COMPUTERIZED TEXT ANALYSIS  
LANGUAGE DIDACTICS

DESCRIPTORS: FRENCH AS A SECOND LANGUAGE; CAI PARSER; GRAMMAR

## PARAMSKAS, D.M. 33352

1986 The Role and Place of CAI in the Teaching of Second Languages. In : Proceedings of the Fifth Canadian Symposium on Instructional Technology = Compte rendu du cinquième symposium canadien sur la technologie pédagogique. - Ottawa : National Research Council Canada/Conseil national de recherches du Canada, pp.437-441. - OQLACI. - Actes de colloque. - Computer-Assisted Learning : The Next Five Years / L'enseignement assisté par ordinateur : Les cinq prochaines années, Ottawa, Ontario. (86.05.05. - 86.05.07.) : 28 cm. - ISBN 0-660-53319-7 (ANG)



PARAMSKAS, D.W. 33352 (suite)

This paper deals with current and future CALI software which seeks to fulfill functions such as stimulation, simulation and research. Stimulation builds on existing skills and is used to review or broaden knowledge acquired in class. Simulation is the attempt to create an authentic language exchange context. Three general areas of simulation are discussed: games, interactive situational learning and expert systems. The oral/aural programs constitute the research function of CALI which is reviewed here. Examples of programs are given. S.C.

PLAN DE CLASSEMENT: E.A.O., E.I.A.O., A.P.O.  
DIDACTIQUE DES LANGUES  
SYSTÈME EXPERT  
LES JEUX LINGUISTIQUES

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
LANGUAGE DIDACTICS  
EXPERT SYSTEM  
LINGUISTIC GAMES

DESCRIPTORS: SECOND LANGUAGE; FRENCH AS A SECOND LANGUAGE; SIMULATION; COURSEWARE

PELFRÈNE, A. VOIR JANITZA, J. 28361

PERRIAULT, J. 33263

1983 Vingt ans d'E.A.O.: usages, oublis, diversifications. - Éducation permanente, no 70-71, déc., pp.7-15. - OQLA, OQLACI. - Article de périodique : 21 cm (FRN)

L'avalanche constante de nouveaux matériels informatiques, la vogue passagère des jeux vidéo, les effets de mode autour de l'ordinateur rendent difficile l'examen de la contribution effective qu'il peut apporter à l'éducation. Même si une certaine perte de mémoire collective peut être constatée en France sur les efforts passés dans ce domaine, il n'en reste pas moins qu'un secteur important de recherche y consacre des travaux depuis de nombreuses années. Dans cet article, on se propose de rappeler tout d'abord brièvement les grandes étapes de ce travail, et ensuite d'exposer des orientations de recherche et d'applications rendues aujourd'hui envisageables par la multiplicité et la puissance des appareils disponibles. Le terme d'enseignement assisté par ordinateur sera pris ici dans son sens le plus large dans lequel l'ordinateur apparaît comme outil à multiples facettes pour l'éducation. R.A.

PLAN DE CLASSEMENT: E.A.O., E.I.A.O., A.P.O.  
RECHERCHES EXPÉRIMENTALES, ÉTUDES ET DOCUMENTATION

DESCRIPTEURS: FRANCE  
Numéro spécial E.A.C.

PIERCE, M. B. 29258

1984 Computers in Second-Language Learning. - Journal : Institut de langues vivantes = Journal : Centre for Second Language Learning, no. 29, pp.176-185. - OQLALL. - Article de périodique (ANG)

This article describes two CALL programs which were developed in Canada: FRAND (University of Alberta) and CLEF (University of Western Ontario). A third project is being developed at Concordia University of Montreal which should be more communicative and discourse-oriented. Follows a review of existing CAI courseware, which seems to have a preponderance for unimaginative, repetitive and grammatically-based drills. A question is raised: where creative, communicative material is to be found? Two programs which are the results of some creative endeavours, are described: 1) Montevideo, a computer-controlled videodisc simulator for instructional conversation in Spanish (Schneider and Bennion, 1983); 2) a proposed vocabulary development package (R. Burling). S.C.

PLAN DE CLASSEMENT: E.A.O., E.I.A.O., A.P.O.  
DIDACTIQUE DES LANGUES  
SYSTÈME AUTEUR  
VIDÉODISQUE

PIERCE, M. B. 29258 (suite)

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
LANGUAGE DIDACTICS  
AUTHOR SYSTEM  
VIDEODISC

DESCRIPTORS: FOREIGN LANGUAGES; FRENCH AS A SECOND LANGUAGE; CAI COURSEWARE; CAI MODE

PIERRE, R. 29405

1986 Le traitement du langage naturel dans les systèmes d'enseignement assisté par ordinateur. - Bulletin de l'ACIA = Bulletin of the CAAL, vol. 8, no 1, printemps, pp.39-59. - OQLACI. - Article de périodique (FRN)

Les projets de cinquième génération en intelligence artificielle ont mis en évidence le rôle prépondérant du langage dans le développement de systèmes intelligents. Pour interagir avec son environnement, tout système intelligent, qu'il soit humain ou informatique, doit comprendre et produire du langage. Dans le présent article, l'auteur trace, en parallèle, les développements récents dans les sciences cognitives et les sciences langagières, faisant ressortir l'insuffisance des méthodes et des modèles actuels en intelligence artificielle, et la nécessité d'adopter des approches multidisciplinaires pour cerner la problématique de l'interaction homme/machine, particulièrement dans les systèmes d'enseignement assisté par ordinateur. R.A.

Fifth-generation research in artificial intelligence has demonstrated the basic role played by language in the development of intelligent systems. Any intelligent system, whether human or computerized, must understand and produce language in order to interact with its environment. In this article, the author outlines recent developments in cognitive sciences and language sciences, pointing out the inadequacy of current models and methods in artificial intelligence, and underlining the need for interdisciplinary approaches in order to better tackle the real problems of the man-machine interface, especially in computer-assisted teaching systems. A.A.

PLAN DE CLASSEMENT: SCIENCES COGNITIVES  
E.A.O., E.I.A.O., A.P.O.  
INTELLIGENCE ARTIFICIELLE  
CINQUIÈME GÉNÉRATION

SUBJECT CATEGORIES: COGNITIVE SCIENCES  
C.A.I., C.A.L., I.C.A.I.  
ARTIFICIAL INTELLIGENCE  
FIFTH GENERATION MICRO-COMPUTER

DESCRIPTEURS: LANGUE NATURELLE; INTERACTION HÔTE-MACHINE

DESCRIPTORS: NATURAL LANGUAGE; USER-MACHINE INTERFACE

PIESTRUP, A. 28384

1984 Game Sets and Builders. - Byte, vol. 9, no. 6, June, pp.215-219. - OQLAS, OQLACI. - Article de périodique (ANG)

The author points out the advantages of the new kinds of educational software: learning game sets and builders. In contrast to computer-aided instructions (CAI) and graphic-based "entertaining education", these latter encourage learning strategies. They stimulate motivation for learning as well as creativity and allow the child to explore its visual environment. The author also lists all the characteristics of well designed learning game sets and builders such as Bumble Games, Bumble Plots and Rocky's Boots ("The Learning Company"), and Pinball Construction Set ("Electronic Art"). M.J.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
LINGUISTIC GAMES

DESCRIPTORS: EDUCATIONAL SOFTWARE; LEARNING STRATEGY

PINET, M. 28990

1984 L'ordinateur en tant qu'objet et outil d'apprentissage dans l'enseignement primaire et secondaire au Québec. - Québec : Québec (prov.), Ministère de l'Éducation. 11 p. - OQLACI. - Document non-publié. - Colloque International "L'ordinateur et l'enseignement, pour quoi faire?", Bruxelles. (84.11.21. - 84.11.24.) (FRN)

Cet exposé présente, dans un premier temps, un programme d'études appelé I.S.I. (Introduction à la science de l'informatique) implanté au niveau du secondaire, plus particulièrement en quatrième et cinquième années, dans les écoles du Québec. De nombreux objectifs portant sur la résolution de problèmes, la construction d'algorithmes de programmation, le codage et les machines composent la première facette de l'apprentissage - apprendre et connaître-. La seconde facette -la société- est traitée dans des objectifs portant sur l'impact social et les attitudes affectives. La démarche pédagogique privilégiée par I.S.I. est "l'approche par projet". Dans un deuxième temps, l'ordinateur est présenté en tant qu'outil d'apprentissage en général tout en insistant plus sur l'enseignement primaire. L'approche pédagogique, les objectifs poursuivis, les types de logiciels et les didacticiels d'application sont exposés. S.C.

PLAN DE CLASSEMENT: E.A.O., E.I.A.O., A.P.O.  
FORMATION  
TECHNOLOGIE DE L'ENSEIGNEMENT

DESCRIPTEURS: RÉSOLUTION DE PROBLÈMES; FACTEURS HUMAINS; CULTURE INFORMATIQUE; QUÉBEC (PROV.)

PUSACK, J.P. VOIR ACKI, P.K. 28094

PUSACK, J.P. 28139

1983 Answer-Processing and Error Correction in Foreign Language CAI. - System, Vol. 11, no 1, pp.53-64. - OQLACI. - Article de périodique (ANG)

Five categories of answer-processing for drill programs are described. These include: non-evaluation whereby the computer offers no comment or feed back; right-wrong evaluation comparing the student's answer with a known correct answer and reporting whether the student's answer was correct; pattern markup which pinpoints the precise location of student's errors in comparison to a known right answer; error anticipation whereby courseware authors generate cues, correct responses, and anticipate wrong answers; and parsing which unlike the other techniques, also supports simulated dialogue and machine translation. Each strategy is explained in terms of its operation, its advantages, and disadvantages, its ease of use for authoring courseware, and its ability to support individualized instruction. Finally, the author suggests a number of improvements with regard to existing techniques to lead the student to generate to correct utterances in his/her target language. R.M.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
LANGUAGE DIDACTICS  
COMPUTER ASSISTED TESTING  
AUTHOR SYSTEM

DESCRIPTORS: FOREIGN LANGUAGES; ERROR CORRECTION; ANSWER PROCESSING; CAI MODE

PUTNAM, C.E. 28210

1983 Foreign Language Instructional Technology : The State of the Art. - CALICO Journal, vol. 1, no 1, June, pp.35-41. - OQLACI. - Article de périodique (ANG)

The article is an attempt to assess where foreign-language pedagogues are and where they might go in the use of computers and other products of modern technology for foreign language instruction. The following recommendations are made: 1) concentrate on making programs and materials as widely usable and transportable as possible; 2) recognize and understand that computers represent a new medium; 3) state educational goals clearly; 4) create new models for material design and development; 5) re-evaluate and further analyze objectives; etc. Finally, foreign language specialists must be prepared to use computers and other products of modern technology. S.C.

PUTNAM, C.E. 28210 (suite)

SUBJECT CATEGORIES: EDUCATIONAL TECHNOLOGY  
LANGUAGE DIDACTICS  
C.A.I., C.A.L., I.C.A.I.

DESCRIPTORS: COMPUTER LITERACY; FOREIGN LANGUAGES

QUÉBEC (PROV.) - MINISTÈRE DE L'ENSEIGNEMENT SUPÉRIEUR, DE LA SCIENCE ET DE LA TECHNOLOGIE 28390  
1985 Guide de conception pédagogique. - Québec : Ministère de l'Enseignement supérieur de la  
Science et de la Technologie. 18 p. - OQLACI. - Monographie (FRN)

Ce guide propose une démarche en huit étapes pour la conception pédagogique d'un didacticiel: 1. les objectifs d'apprentissage (général et spécifiques); 2. le contenu; 3. l'évaluation informatisée des apprentissages; 4. la stratégie pédagogique (le schéma structural d'ensemble, le déroulement, le matériel pédagogique d'appoint); 5. les pages-écran: ébauche du contenu et de la dynamique; 6. l'intégration du didacticiel à la situation d'enseignement et d'apprentissage; 7. la documentation; 8. la production d'un prototype. L'objectif premier est la production d'un cahier de conception pédagogique précis et détaillé, suffisamment explicite pour qu'un informaticien puisse le programmer avec un recours minimal aux auteurs. R.M.

PLAN DE CLASSEMENT: DOCUMENTATION - INFORMATION  
ÉLABORATION DE DIDACTICIELS

DESCRIPTEURS: GUIDE; QUÉBEC (PROV.)

QUÉRÉ, M. 29755

1985 Expert Systems : Towards CAI of the Future?. In : Proceedings of the 4th World Conference on Computers in Education : WCEE/85, Duncan, K. & Harris, D. (ed.). - Participants Edition. - New-York : North-Holland, pp.159-163. - 2 : Part 1 ; 1. - OQLA. - Actes de colloque. - World Conference on Computers in Education, Norfolk, Virginia. (85.07.29. - 85.08.02.) (ANG)

This paper is a briefing on the apparent contradiction existing between the concept of courseware engineering and that of intelligent computer assisted instruction, and the interest in the new concept of expert systems. Two examples are used, one derived from the writing of a courseware program, and the other from a research project in progress. A.A.

SUBJECT CATEGORIES: EXPERT SYSTEM  
C.A.I., C.A.L., I.C.A.I.  
EXPERIMENTAL RESEARCH, SURVEY, STUDY AND DOCUMENTATION  
PREPARATION OF SOFTWARE

DESCRIPTORS: COURSEWARE ENGINEERING CONCEPT  
The trade edition of these proceedings (ISBN 0 444 87797 5/one volume) will be published by:  
ELSEVIER SCIENCE PUBLISHERS.

RASCHIO, R., LANGE, D.L. 28313

1984 A Discussion of the Attributes, Role, and Uses of CAI Materials in Foreign Languages. - Journal of Computer-Based Instruction, vol. 11, no. 1, winter, pp.22-27. - OQLACI. - Article de périodique (ANG)

This article examines the use of CAI in foreign language education. It is our contention that current courseware evaluation tools are inadequate because they do not address current needs, practices, or assumptions about foreign language learning, specifically. We suggest that a resolution to this inadequacy lies in the cooperation of language educators and courseware developers in business and industry. We offer a proposal to link language learning through CAI to cognitive learning style differences. We also suggest that courseware go beyond simple drill and practice to actual processing of language beyond discrete language elements, involving cognitive learning types and the projected learning outcomes of a stated curriculum and taking advantage of links to other electro-mechanical devices such as the video disc and VIR for realistic presentation of authentic language use. A.A.

RASCHIO, R., LANGE, D.L. 28313 (suite)

SUBJECT CATEGORIES: LANGUAGE DIDACTICS  
C.A.I., C.A.L., I.C.A.I.  
EDUCATIONAL TECHNOLOGY  
COGNITIVE SCIENCES

DESCRIPTORS: CAI COURSEWARE; CAI MODE; PERIPHERALS; FOREIGN LANGUAGES

REDON, M. VOIR GUILLIEN, M. 28386

REEVES, T.C. 29008

1985 Eight Keys to Success in Interactive Video for Language Instruction. - (s.l.) : (s.n.). -  
OQLACI. - Document non-publié. - Calico Symposium, Baltimore, Maryland. (85.02. - 85.02.) (ANG)

The eight keys to success in interactive video for language instruction presented in a humorous way at the annual Calico Symposium are the following: 1- Dream; 2- Work; 3- Plan; 4- Communicate; 5- Evaluate; 6- Reward; 7- Manage; 8- Enjoy. Further outlined are the rules for Intelligent Videodisc development teams. R.M.

SUBJECT CATEGORIES: VIDEODISC  
C.A.I., C.A.L., I.C.A.I.  
LANGUAGE DIDACTICS

DESCRIPTORS: VIDEODISC DEVELOPMENT

RIGNEY, J.W., MUNRO, A. 29842

1981 Learning Strategies. In : Computer-Based Instruction : A State-of-the-Art Assessment,  
O'Neill, H.F. jr. (ed.). - New York : Academic Press, pp.127-159 (The Educational Technology Series).  
- OQLA. - Ouvrage collectif : 23 cm. - ISSN 0-12-526760-6 (ANG)

This paper surveys the beginnings of the field of learning strategies and attempts to foresee where it is likely to go in the future. First, archetypical examples of recent research on learning strategies are described. Second, the possible contributions from cognitive science, educational technology, and study skills centers are discussed. Third, methodological issues to consider for research on learning strategies are examined. Finally, some comments on the future prospects for research and application to improve students' learning skills are offered. S.C.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
COGNITIVE SCIENCES  
EDUCATIONAL TECHNOLOGY

DESCRIPTORS: LEARNING STRATEGY

ROBINSON, G.L. 33346

1987 The Computer as Presenter and Responder. In : Proceedings of the International Conference on Computer Assisted Learning in Post-Secondary Education, Morrie, D. (ed.). - Calgary (Alta.) : University of Calgary, pp.37. - OQLACI. - Actes de colloque. - Learning in Future Education, Calgary, Alberta. (87.05.05. - 87.05.07.) : 27 cm (ANG)

This paper discusses ways to organize and present instructional content to make it effective. First, what makes the computer as presenter effective, be it through interactive video, simulations, artificial intelligence or drill and practice?; second, what constitutes effective computer feedback to students (computer as a responder) and makes optimum use of computer capability? In this project, the computer was used as a research tool with which to compare the effectiveness of (1) different ways of organizing and presenting instructional material, and (2) different strategies for error feedback in computer-assisted learning (CAL). M.A.A.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
LANGUAGE DIDACTICS  
EXPERIMENTAL RESEARCH, SURVEY, STUDY AND DOCUMENTATION  
EDUCATIONAL TECHNOLOGY

DESCRIPTORS: CAI MODE; CAI COURSEWARE; CAL STRATEGY



ROLLASON, B. 25343

1985 Computer-Assisted Language Learning - A Bibliography. - Medium, vol. 10, no 1, Mar., pp.63-72.  
- OQLACI. - Article de périodique (ANG)

L'auteur vise à fournir aux professeurs de langues un moyen de fournir de la documentation en dressant une bibliographie. Articles tirés d'une grande variété de revues et périodiques dans les domaines de la pédagogie et de la technologie électronique. Comptes rendus de quelques récentes conférences qui comportaient des discussions sur différents aspects de la technologie de l'éducation aussi inclus. Bref résumé de chaque article ajouté pour faciliter la sélection du matériel (44 références de 1979 à 1983). R.A.

The author aims to provide a means for language teachers to gain some background information, by compiling the following select bibliography. Items are drawn from a wide variety of journals and periodicals in the fields of both pedagogy and electronic technology. The proceedings of some recent conferences where discussions were centered on various aspects of educational technology have also been included. A brief abstract of each item has been added to assist in the selection of material (44 references ranging from 1979 to 1983). A.A.

PLAN DE CLASSEMENT: BIBLIOGRAPHIES  
E.A.O., E.I.A.O., A.P.O.  
TECHNOLOGIE DE L'ENSEIGNEMENT  
DOCUMENTATION - INFORMATION

SUBJECT CATEGORIES: BIBLIOGRAPHIES  
C.A.I., C.A.L., I.C.A.I.  
EDUCATIONAL TECHNOLOGY  
DOCUMENTATION - INFORMATION

DESCRIPTEURS: LANGUE SECONDE

DESCRIPTORS: SECOND LANGUAGE

ROWE, A.A. 28841

1983 CEGOLLE : A New Kind of Language Learning. - Creative Computing, vol. 9, no. 4, Apr., pp.170-200. - OQLACI. - Article de périodique (ANG)

In his reflections on how to use computers in teaching foreign languages, the author introduces a new acronym CEL = computer enhanced learning. If we structured our learning experiences to include sight, motion, and maybe even touch and smell as well as essential context, learning would probably be more fun. To optimize the learning experience by making it fun, the author proposes "structured" fun, i.e. the game. This leads him to define CEGOLLE (Computer Enhanced Game Optimized Language Learning Experience). Games that involve the student in practicing the language in both the spoken and written dimension, would be the answer. The author then goes on to define some specific game possibilities and describes "Space Invaders à la mode" (Cockfight Squadron, Interdict, Intercept). R.M.

SUBJECT CATEGORIES: LANGUAGE DIDACTICS  
C.A.I., C.A.L., I.C.A.I.  
LINGUISTIC GAMES

DESCRIPTORS: FOREIGN LANGUAGES; COMPUTER ENHANCED LEARNING

RUARD, R. VOIR DAUGE, C. 28374

SALISBURY, D. VOIR MERRILL, P.F. 28345

SANDERS, R.H. 28263

1985 PILOT, SNOBOL, and LOGO as Computing Tools for Foreign-Language Instruction. - CALICO Journal, vol. 3, no.2, Dec., pp.41-48. - OQLACI. - Article de périodique (ANG)



SANDERS, R.H. 28263 (suite)

Three programming languages: PILOT, SNOBOL and LOGO are extensively described and evaluated as tools for foreign-language CAI. PILOT is a computer language designed expressly for interactive computer tutorials from the standard drill and practice exercises to games; SNOBOL is a text manipulating language, probably the reigning champion of pattern-matching languages and LOGO is based on the artificial intelligence language LISP, but simplified for use by children. It can produce impressive conversational programs and is also well suited for applications in linguistics for example formal grammar. A small program in each language is given: PILOT= a reading comprehension program, SNOBOL= a conversation program, LOGO= a simple sentence-generator. They are all three easy to learn and to use and especially suited for certain kinds of programming that language teachers may find useful. A bibliography is included. R.M.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
TECHNOLOGY AND LANGUAGES  
FORMAL LINGUISTICS  
ARTIFICIAL INTELLIGENCE

DESCRIPTORS: CAI MODE; FOREIGN LANGUAGES; READING

SCEBOLD, C.E. 28205

1983 Equal Time. - CALICO Journal, vol. 1, no 1, June, pp.13-14. - OOLA. - Article de périodique (ANG)

General reflections about the purpose and function of the computer. The computer offers a new perspective on how to manage all facets of our lives. It renders necessary tasks much easier, more cost-effective, and more rapid. But even the best software and peripherals cannot compensate for the skilled teacher. To define realistically the role of the computer, one must regard computer use as an essential skill for the acquisition of knowledge in the academic disciplines. The author concludes by asking: "What role will micro-computers play in helping us accomplish the clearly defined proficiency goals of our language programs, and how will we educate our teachers so that computers and related technology can be fully and properly utilized?" R.M.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
EDUCATIONAL TECHNOLOGY

DESCRIPTORS: COMPUTER LITERACY; COMPUTER APPLICATION

SCHOLL, M. VOIR ABRY, D. 28357

SCHRECK, R. 28922

1986 Artificial Intelligence (AI) and CALL : A New Solution or an Old Problem?. - TESOL Newsletter, vol. xx, no. 1, Feb., pp.22-23. - OQLACI. - Article de périodique (ANG)

The main strength and the reason computers are here to stay lies in their interactive flexibility. However, since they are good at what they do, they deliver bad instruction as well. The new powerful technology highlights even more the old problem of poor instructional design and since AI has a particularly important relationship to this, a working definition of AI is needed. ICAI systems, which are defined, (intelligent computer-assisted instruction) consist of three components: 1. student modeling, 2. problem-solving expertise, 3. tutoring strategies. Natural language processing captures most the attention of ICALL developers. Issues related to student modeling and tutoring strategies are likely to be especially critical in developing the first generation of ICALL systems. It is concluded that AI may well prove to have a particularly good influence on CALL. R.M.

SUBJECT CATEGORIES: LANGUAGE DIDACTICS  
C.A.I., C.A.L., I.C.A.I.  
ARTIFICIAL INTELLIGENCE  
PREPARATION OF SOFTWARE

DESCRIPTORS: NATURAL LANGUAGE PROCESSING; ICALL SYSTEM STRATEGY  
Supplement no. 3 on CALL: Computer-Assisted Language Learning

SCHWARTZ, M.J. 29446

1985 Using Computers in Writing : Educational Issues. - Collegiate Microcomputer, vol. 3, no. 3, Aug., pp.219-223. - QOLA. - Article de périodique (ANG)

Teachers should choose computer aids not by what is available, but by their pedagogical goals and values. In writing, with the goal of teaching writers to interact critically with their audience, the source of information and the text, computers can help in four ways: for text storage and retrieval, for content-rich and content-free computer-assisted instruction, with utility programs and with telecommunications. However, computer applications should be designed and integrated into the class by consciously judging them to support freedom, honesty, humanity and playfulness. A.A.

SUBJECT CATEGORIES: LANGUAGE DIDACTICS  
C.A.I., C.A.L., I.C.A.I.  
EDUCATIONAL TECHNOLOGY

DESCRIPTORS: COMPUTER APPLICATION; WRITING; CAI INTEGRATION

SCHWARTZ, M.D. 28429

1980 Integrating Computer-Assisted and Videotaped Instruction. - Educational Technology, Vol. XX, no 8, Aug., pp.36-37. - QOLA. - Article de périodique (ANG)

The significant advantages offered by the integration of the microcomputer and the videoplayer in teaching, are outlined in this article. Then a method is described (insertion of computer-programmed teaching materials at appropriate moments in the video presentation). Although the instruction materials of this program concern the management of a particular medical problem, the technique can be used in any application of computer-videotape integrated instruction. With little investment of time and money, computer-assisted teaching material can be produced or adapted from videotape cassettes available. A complex presentation with relevant narration and sound effects plus the didactic power of CAI can thus be achieved. R.M.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
EDUCATIONAL TECHNOLOGY

DESCRIPTORS: CAI MATERIAL; CAI INTEGRATION; PERIPHERALS

SELFE, C.L. 2845.

1984 Software for Hardnoses : CAI for College Composition Te . . . - Educational Technology, vol. 24, no. 9, Sept., pp.25-29. - QOLA. - Article de périodique 3)

The article describes Wordsworth II, a program of CAI that supplements process-based teaching in composition. As a cooperative venture of English teachers and computer scientists, it was designed to be a viable alternative to the CAI currently on the market for college writing courses. It offers English teachers a sophisticated and interactive program of CAI that addresses all parts of the composing process from the initial planning of a topic through the final publishing of the draft. The results obtained indicate that the students find it useful in their own writing efforts; all who field-tested the prototype module agreed that it was a valuable teaching tool. It is believed that computers, especially in the field of composition, can offer English instructors the most help. R.M.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
WORD PROCESSING

DESCRIPTORS: COMPOSITION; ENGLISH; COURSEWARE

SÉVIGNY, M. 29025

1986 Ordinateur et français écrit : Tout reste encore à faire.... In : Le Devoir. - Montréal : Imprimerie populaire, 19 avril, pp.8, 12. - QQLACI. - Quotidien (FRN)

L'auteur constate d'abord l'absence de l'ordinateur dans les classes de français au niveau collégial. Suit une description de deux programmes, conçus comme support pour les étudiants faibles en français. Le premier est actuellement à l'étape de rodage, le deuxième, conçu par une enseignante du Collège Maisonneuve, sera complété dans quelques mois. 1)EGAPO (Enseignement de la grammaire assisté par ordinateur) est constitué d'un ensemble d'exercices informatisés qui

SÉVIGNY, M. 29025 (suite)

fonctionne par questions et réponses; ce système évalue d'abord les problèmes de l'étudiant au moyen d'un test préliminaire qui l'oriente ensuite vers des exercices correctifs. 2)SITO (Système informatique tutoriel en orthographe) identifie automatiquement certains homophones, fournit des explications, etc. En conclusion, il faudra du temps avant que l'intégration de l'informatique au niveau collégial donne des résultats visibles. R.M.

PLAN DE CLASSEMENT: E.A.O., E.I.A.O., A.P.O.  
DIDACTIQUE DES LANGUES

DESCRIPTEURS: FRANÇAIS LANGUE MATERNELLE; GRAMMAIRE; ORTHOGRAPHE; QUÉBEC (PROV.)

SHINALL, S. VOIR CURTIN, C. 28278

SINYOR, R. VOIR CRAVEN, M.-L. 28975

SINYOR, R. VOIR CRAVEN, M.-L. 33348

SINYOR, R. VOIR CRAVEN, M.-L. 33356

SMITH, W. F. 33345

1987 Modern Media in Foreign Language Education : Theory and Implementation. - Lincolnwood (Ill.) : National Textbook Company. vi, 295 p. (The ACTFL Foreign Language Education Series). - OQLACI. - Ouvrage collectif : 23 cm. - ISBN 0-8442-9386-5 (ANG)

This is the first of two volumes in the ACTFL Foreign Language Education series, which is devoted exclusively to educational technology in language teaching. It contains essays dealing primarily with CALL, thus representing a broad survey of CALL theory, research, and implementation in the mid-1980s. Some principles are suggested, which, in the future, should guide CALL in curriculum, methodology, and research efforts, in the design and evaluation of software, and in teacher training. The different chapters provide up-to-date information to language teachers at all levels, administrators, authors, and researchers, of the interaction between computer technology and second-language learning. S.C.

SUBJECT CATEGORIES: EDUCATIONAL TECHNOLOGY  
LANGUAGE DIDACTICS  
C.A.I., C.A.L., I.C.A.I.  
PREPARATION OF SOFTWARE

DESCRIPTORS: FOREIGN LANGUAGES; SECOND LANGUAGE ACQUISITION; COURSEWARE; CALL IMPLEMENTATION

SPRECHER, J.W. VOIR CHAMBERS, J.A. 28948

STAHLKE, H.F.W. 28279

1984 PSC : A Probabilistic Approach to Wrong Answer Evaluation in CAI. - CALICO Journal, vol. 1, no 5, June, pp.17-20. - OQLACI. - Article de périodique (ANG)

The evaluation of wrong answers in CAI programs for language teaching is the basis for all remedial or review branching, but before an intelligent decision can be made on how to treat the answer, the program must first make sure that the wrong answer is not in fact a typographical error or a reasonable misspelling of the right answer. Techniques that have been proposed for detecting misspellings fall under any of three major criticisms: they permit answers they should not permit, they do not permit answers that they should permit, or they are not practicable on a microcomputer. An alternative is proposed that combines very sensitive letter frequency tables with variables for teacher judgment, an alternative that permits much closer and more accurate assessment of the degree to which the student's answer approximates a correct answer. A.A.

STANLKE, H.F.W. 28279 (suite)

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
LANGUAGE DIDACTICS

DESCRIPTORS: ERROR RECOGNITION; PROBABILISTIC APPROACH; ERROR EVALUATION; FOREIGN LANGUAGES

SUTHERLAND, R. 29829

1986 Inexpensive Use of the Videodisc for Proficiency : An Attempt to Link Technology and Teachers.  
- CALICO Journal, Vol. 4, no. 1, Sept., pp.67-80. - OQLACI. - Article de périodique (ANG)

This paper illustrates an application of the videodisc in the traditional teacher-controlled classroom. It gives directions to combine videodisc materials with a given text for a proficiency oriented syllabus and describes an uncomplicated method of individualizing videodisc instruction. Two case studies of students with no prior German language background and their respective achievements are described. Although the results obtained are those from case studies (in this case mature, motivated students who received individualized instruction), they also provide useful information for the classroom. R.M.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
VIDEO DISC  
LANGUAGE DIDACTICS

DESCRIPTORS: GERMAN AS A FOREIGN LANGUAGE; INDIVIDUALIZED INSTRUCTION; CASE STUDY;  
VIDEO DISC APPLICATION

SZABO, M. 33006

1983 Improving Computer Based Learning Courseware Through Application of Cognitive Science Learning Theory. In : AEDS Twenty-First Annual Convention Proceedings. - Washington, D.C. : Association for Educational Data Systems, pp.328-332. - OQLA - Actes de colloque. - "Frontiers in Educational Computing", Portland, Oregon. (83.05.09. - 83.05.13.) (ANG)

The author argues that people must learn to be highly systematic in developing CAL and CML (computer-managed learning) systems. He takes the analytic view which suggests that, in the systematic process of producing computer learning materials, the learning processes of students have to be examined carefully. First, the three major learning theories of Western education are discussed. Second, specific components of different models of the human learner are identified. Third, a new model for the information age, based on what factors enhance learning, is proposed. S.C.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
COGNITIVE SCIENCES

DESCRIPTORS: CAI MATERIAL; LEARNING THEORY; COMPUTER-MANAGED LEARNING SYSTEM

THIBAUDEAU, M. VOIR DWANE, M. 28310

THOMPSON, B.J. 28430

1980 Computers in Reading : A Review of Applications and Implications. - Educational Technology, Vol. XX, no 8, Aug., pp.38-41. - OQLA. - Article de périodique (ANG)

Different CAI modes and their features are described: 1. Drill and practice (offering flexibility of sequencing) 2. Tutorial (direct, programmed instruction) 3a. Problem-solving (to process certain types of information, 3b. computer games and simulations (to reinforce skills or practice decision-making) 4. Computer-managed instruction (the computer is used as a tool to assist in diagnostic, prescriptive and evaluative tasks) 5. Computer-based resource units (in form of a library, activity, idea file, etc., generated by the computer to use in planning instruction). Further, computer applications and research are outlined. In conclusion, the computer in reading cannot be viewed as a panacea, but can respond effectively to the learner, inasmuch as it is manipulable. Its instructional applications are limited by the available programs, financial resources, etc. Despite the wide possibilities for application, implementation is still somewhat limited. R.M.

THOMPSON, B.J. 28430 (suite)

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
LINGUISTIC GAMES

DESCRIPTORS: CAI MODE; READING; COMPUTER APPLICATION

UNDERWOOD, J.H. 29781

1984 Linguistics, Computers and the Language Teacher : A Communicative Approach. - Rowley (Mass.) : Newbury House. xv, 109 p. - QQLA. - Monographie. - ISBN 0-88377-470-4 (ANG)

The first part of this book deals with current views of language teaching, and various communicative methods in emphasizing the distinction between learning and acquisition of a second language. The second part is mainly concerned with computer and language teaching. The author gives a list of premises for communicative applications of CALL reminiscent of Terrell and Krashen's "Natural Approach". This is followed by numerous illustrations of how these premises can be applied, and by an introduction to the fundamentals of computer use. R.M.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
LANGUAGE DIDACTICS  
EDUCATIONAL TECHNOLOGY

DESCRIPTORS: COMMUNICATIVE APPROACH; SECOND LANGUAGE ACQUISITION; FOREIGN LANGUAGES

UNWIN, G. 28865

1983 Adventures in Education. - Creative Computing, vol. 9, no. 10, Oct., pp.149-157. - QQLACI. - Article de périodique (ANG)

The article deals first with role playing, focusing on adventures and simulations that allow the student to assume a new identity and experiment with different kinds of behaviour and unusual situations. Through these, a student may develop important skills such as spelling, reading comprehension, critical thinking, and creativity. A discussion of conclusions reached by the author's students follows. The games mentioned are: Wizardry, Hi-Res Adventures, Adventure International and Adventures for Beginners, Infocom, Ultrasoft, Sword Thrust, Sirius Software, games controlled from the keyboard, a set of simulations called the Search Series, scientific simulations, and a game tutorial. The author recommends adventures as a new dimension to learning. R.M.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
LANGUAGE DIDACTICS  
LINGUISTIC GAMES  
EDUCATIONAL TECHNOLOGY

DESCRIPTORS: SIMULATION; ADVENTURE GAMES; SPELLING; READING COMPREHENSION

VILLENEUVE, R. 25039

1984 L'enseignement du français à l'aide de l'ordinateur. - Medium, Vol. 9 no 3, déc., pp.119-122. - QQLACI. - Article de périodique (FRN)

L'utilisation de l'ordinateur comme moyen d'enseignement de la langue prendra de l'essor l'avenir, à condition que les enseignants fassent preuve de réalisme, voire même de pragmatisme. Après quelques réflexions, l'auteur décrit l'évolution de l'enseignement assisté par ordinateur au département de français du Collège Algonquin, la production des didacticiels (118 programmes et environ 90 heures de cours pour un étudiant faible) et donne un aperçu du contenu des cours. Il s'agit de cours d'appoint en grammaire (contenant des notions syntaxiques fondamentales, les règles les plus courantes, la morphologie des verbes). Un nouveau didacticiel en préparation portera sur la lecture et le vocabulaire, un autre sur la vérification de lectures. Les techniques utilisées se limitent à l'enseignement tutoriel, aux exercices répétitifs et au testing. R.M.

PLAN DE CLASSEMENT: ELABORATION DE DIDACTICIELS  
E.A.O., E.I.A.O., A.P.O.  
DIDACTIQUE DES LANGUES

DESCRIPTEURS: FRANÇAIS; GRAMMAIRE; MODE EAO; ONTARIO  
Numéro spécial sur l'apprentissage assisté par ordinateur



VINCENT, G. 28648

1983 Computhink : Un logiciel pour apprendre l'anglais. - Micro-Systèmes, no. 36, nov., pp.190-192.  
- OQLACI. - Article de périodique (FRN)

Cet article présente le logiciel Computhink proposant l'étude des structures verbales en anglais dans le but d'assimiler les tournures idiomatiques des temps ainsi que les numéros qui s'y rattachent. Computhink comprend un menu qui propose un choix de 48 rubriques contenant la règle grammaticale concernée, des exemples et des exercices. Ceux-ci peuvent être de trois types: phrases à compléter ou à transformer, transformations à appliquer à des textes et jeux électroniques. Des exemples de ces types d'exercices sont donnés. On conclut en soulignant la valeur de Computhink en tant qu'outil pédagogique. M.B.

PLAN DE CLASSEMENT: E.A.O., E.I.A.O., A.P.O.  
LES JEUX LINGUISTIQUES  
DIDACTIQUE DES LANGUES  
TECHNOLOGIE DE L'ENSEIGNEMENT

DESкриТЕURS: ANGLAIS LANGUE ÉTRANGÈRE; EXPRESSION IDIOMATIQUE; GRAMMAIRE

VOUVÉ, S. (réd.) VOIR CONNOLLY, G. (réd.) 29101

VOUVÉ, S. (réd.) VOIR CONNOLLY, G. (réd.) 29276

WEBB, S. 28262

1985 The Stages in the Development of a Prototype CALI Using Interactive Video. - CALICO Journal, vol. 3, no. 2, Dec., pp.38-40. - OQLACI. - Article de périodique (ANG)

Article addressed to teachers who may be considering development and use of computer-based instruction with interactive videodisc material in a language class. This is a prototype endeavour, and the article points out the pitfalls the author experienced. The goal of the project was to develop a series of listening comprehension activities in Spanish using 30 minutes of level 2ILR videodisc material. The development stages are discussed. Stage I: the selection of footage (establishment of criteria for video selection among determined characteristics). The footage selected came from international, national, and local news reports. Stage II: Instructional design (the author used textual methodology). Stage III: Programming (for the beginner, it is crucial to see and experience his/her design at the earliest stage possible). The author concludes that the design, especially with the added dynamics of laser disc material and computers, becomes quite thrilling. R.M.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
VIDEOISC  
EXPERIMENTAL RESEARCH, SURVEY, STUDY AND DOCUMENTATION  
PREPARATION OF SOFTWARE

DESCRIPTORS: SPANISH AS A FOREIGN LANGUAGE; RECEPTIVE SKILLS

WEIBLE, D. 28215

1983 The Foreign Language Teacher as Courseware Author. - CALICO Journal, vol. 1, no 1, June, pp.62-64. - OQLACI. - Article de périodique (ANG)

This article discusses possible reasons for Foreign Language Departments to enter the CAI field. A general discussion of courseware and courseware requirements is followed by a summary of the problems faced by the courseware publisher. Some suggestions for involvement in CAI are offered to the teacher, as well as some possible benefits. The general tenor of the article suggests strongly that FL teachers get involved with CAI and that many such teachers could produce themselves or assist in producing quality CAI materials, even though they at present have not touched a computer. M.A.A.



WEIBLE, D. 28215 (suite)

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
PREPARATION OF SOFTWARE

DESCRIPTORS: FOREIGN LANGUAGES

WELLS, B.J., BELL, D.S. 28422

1980 A New Approach to Teaching Reading Comprehension : Using Cloze and Computer-Assisted Instruction. - Educational Technology, Vol. XX, no 3, Mar., pp.49-51. - OQLA. - Article de périodique (ANG)

This CAI project was designed to develop better reading skills through culturally relevant reading materials employing a modified cloze procedure, also called the "maze technique"; it is supported by psycholinguistic reading research. One of the project's goals was to motivate and interest poor readers. The function of the program is described as well as the design (ability to integrate numerous reading levels, content, cloze specifications and types of comprehension questions). Other program features are outlined i.e. it must be tied to motivation techniques and alternative activities which provide reinforcement for reading skills. A hand-managed system for encouraging students to apply new reading skills through choosing available books is being developed. Initial development and a year of field testing has been completed. R.M.

SUBJECT CATEGORIES: LANGUAGE DIDACTICS  
C.A.I., C.A.L., I.C.A.I.  
AUTHOR SYSTEM  
PSYCHOLINGUISTICS: LEARNING AND ACQUISITION

DESCRIPTORS: CLOZE PROCEDURE; READING

WERA, M.-T. 29823

1986 Histoire polyséquentielle ou Histoire en pièces détachées. In : Bulletin de l'ACLA = Bulletin of the CAAL, Connolly, G. & Vovré, S. (éd.). - Québec : Québec : ACLA/CAAL, pp.147-158. - OQLACI. - Actes de colloque. - Actes : 17e colloque annuel: Informatique et linguistique appliquée / Proceedings 17th Annual Symposium: Computer Science and Applied Linguistics, Québec. (86.05.29. - 86.05.31.) : 22 cm. - ISBN 2-920121-07-3 (FRN)

L'Histoire en pièces détachées, activité intégrant lecture et écriture, permet aux écoliers du deuxième cycle du primaire de composer des histoires de leur cru avec l'aide d'un ordinateur. Cette aide se fait sur deux plans: d'une part, l'outil traitement de textes facilite l'écriture et les corrections; d'autre part, une banque d'extraits de textes adaptés aux thèmes des histoires apporte un stimulant efficace pour la génération d'idées. Intégrée dans un contexte d'interaction, charpentée par une pratique appropriée de la grammaire du récit, l'Histoire en pièces détachées est un moyen dynamique et motivant d'apprentissage global de la langue maternelle. R.A.

Histoire en pièces détachées (Story Kit), an integrated reading and writing activity, allows second-level primary students to compose original stories with the aid of a computer. This assistance takes place on two levels: first, the word processing programme facilitates writing and corrections; second, a bank of text segments adapted to the story themes provides an efficient stimulus for new ideas. Integrated into an interactive context and structured by an appropriate application of text grammar, the programme Histoire en pièces détachées is a dynamic and motivating tool for overall learning in the first language. A.A.

PLAN DE CLASSEMENT: DIDACTIQUE DES LANGUES  
E.A.O., E.I.A.O., A.P.O.  
TRAITEMENT DE TEXTESSUBJECT CATEGORIES: LANGUAGE DIDACTICS  
C.A.I., C.A.L., I.C.A.I.  
WORD PROCESSING

DESCRIPTEURS: LANGUE MATERNELLE; LECTURE; ÉCRITURE

DESCRIPTORS: FIRST LANGUAGE; READING; WRITING

WERA, M.T. VOIR DUBUISSON, C. 29402

WILSON, K. 28928

1986 ILIAD : An Example of AI in Language Instruction. - TESOL Newsletter, Vol. XX, no 1, Feb., pp.22-23. - OQLACI. - Article de périodique (ANG)

The author first discusses how traditional, computer-based language instruction disappoints and is not flexible enough to meet language instruction requirements. He then presents one of the earliest examples of AI research in language instruction, the ILIAD (an English language instruction system capable of generating a broad range of meaningful sentences as examples or exercises in tutorial lessons). Because of its language generation capability, ILIAD can control grammatical and semantic components of sentences, create grammatical sentences and ungrammatical sentences with errors typically produced by language learners, and generate millions of simple sentences, a large number of grammatically related sentences, and a wide variety of sentences to communicate language function. R.M.

SUBJECT CATEGORIES: LANGUAGE DIDACTICS  
C.A.I., C.A.L., I.C.A.I.  
AUTOMATIC TEXT GENERATION  
ARTIFICIAL INTELLIGENCE

DESCRIPTORS: CAI MODE; FOREIGN LANGUAGES; ENGLISH AS A SECOND LANGUAGE  
Supplement no 3 on CALL: Computer-Assisted Language Learning

WRIGHT, E. VOIR KEMMIS, S. 29792

WYATT, D.H. 28091

1984 Computer-Assisted Teaching and Testing of Reading and Listening. - Foreign Language Annals, vol. 17, no. 4, Sept., pp.393-407. - OQLA. - Article de périodique (ANG)

In this survey a wide range of possibilities for computers in the learning and testing of reading and listening are presented and assessed. Reading and vocabulary appear to have the greatest potential (the possibilities include instructional, collaborative, and facilitative types of programs) compared to listening skills where the basic systems alone are generally insufficient. Of the new possibilities in listening activities, those with the greatest potential impact will require an additional item of hardware (e.g. videodisc player). The author then discusses CALL standard testing methods (discrete-point-integrative testing; cloze and dictation; for reading skills, the copy test technique), and finally, new possibilities in testing (computer-adaptive testing). He raises in his conclusion the question of the relative importance of different types of computer involvement. What should our priorities be? R.M.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
COMPUTER ASSISTED TESTING  
VIDEODISC

DESCRIPTORS: READING SKILLS; LISTENING SKILLS; FOREIGN LANGUAGES; COMPUTER APPLICATION

WYATT, D.H. VOIR AOKI, P.K. 28094

WYATT, D.H. 28105

1983 Three Major Approaches to Developing Computer-Assisted Language Learning Materials for Microcomputers. - CALICO Journal, vol. 1, no. 2, Sept., pp.34-38. - OQLACI. - Article de périodique (ANG)

This paper presents three major approaches to the creation of CALL materials, all of which can be appropriate in different circumstances and for different purposes: 1) a general purpose programming language (such as BASIC and PASCAL), 2) an educational programming language (such as PILOT, SUPER PILOT, ENBASIC) or 3) an educational authoring system (such as DASHER, AIDS). The first two require programming skills, while the third type demands only an elementary level of computer literacy. It can also greatly accelerate the speed of development of courseware. In conclusion: there is no single best method of developing courseware. However, prospective developers must be aware of the

WYATT, D.H. 28105 (suite)

alternatives open to them in order to choose the right approach. R.M.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
TECHNOLOGY AND LANGUAGES  
AUTHOR SYSTEM  
PREPARATION OF SOFTWARE

DESCRIPTORS: COMPUTER LITERACY; FOREIGN LANGUAGES

WYATT, D.H. 28132

1983 Computer-Assisted Language Instruction : Present State and future Prospects. - System, vol. 11, no. 1, pp.3-11. - OQLACI. - Article de périodique (ANG)

This article provides a general overview of CAI. Significant problems and concerns of the present state of the art are discussed. The focus of discussion, comment, and criticism is currently shifting towards the nature of materials, i.e., hardware (terminal-based and microcomputer-based systems), courseware, methods and approaches of authoring courseware, and advanced technology (the application of peripherals like the videodisc or the random-access audio-recorder). Some areas of concern in the expansion of CAI are: lack of communication between microcomputer users and large system users, courseware quality versus courseware sophistication, and the amount of attention being paid to advanced technology CAI systems. R.M.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
EDUCATIONAL TECHNOLOGY  
TECHNOLOGY AND LANGUAGES  
AUTHOR SYSTEM

DESCRIPTORS: COURSEWARE; PERIPHERALS

ZINN, K.L. 29425

1981 An Overview of Current Developments in Computer-Assisted Learning in the United States. In : Selected Readings in Computer-Based Learning. - London, New York : Kogan Page, pp.44-54 (AETT occasional publication ; no. 5). - OQLA. - Ouvrage collectif. - ISBN 0-89397-101-4 (ANG)

Current developments and trends in computer-assisted learning (CAL) in the United States are described for persons from other countries seeking information about present activities and future possibilities. Materials selected call attention to new directions encouraged by dramatic changes in the technology, associated trends and possible futures. The domain of CAL is interpreted broadly to include learning about, with and through computers. For example, learning about computers may contribute to learning with computers. After a brief statement about trends, the article provides a summary of kinds of use of computing in learning in the US and commentary on applications in various areas. Additional interpretation is offered in a description of needed developments in various aspects of the technology and selected areas of application, and in closing comments on the future. A.A.

SUBJECT CATEGORIES: C.A.I., C.A.L., I.C.A.I.  
DOCUMENTATION - INFORMATION  
TECHNOLOGY AND LANGUAGES

DESCRIPTORS: COMPUTER APPLICATION; COMPUTER LITERACY; U.S.A.

## INDEX DES DOMAINES DE CLASSEMENT

105 PSYCHOLINGUISTIQUE: APPRENTISSAGE, ACQUISITION  
PSYCHOLINGUISTICS: LEARNING AND ACQUISITION

BELL, D.S. VOIR WELLS, B.J. 28422

CAIN, A. VOIR JANITZA, J. 28361

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